MAYO COLLEGE,

AJMERE.

THE
MAYO COLLEGE

"The Eton of India."

A RECORD OF TWENTY YEARS,

1875—1895.

BY

HERBERT SHERRING,
HEAD MASTER.

Vol. I.

CALCUTTA:
THACKER, SPINK AND CO.

1897.

CALCUTTA:
PRINTED BY THACKER, SPINK AND CO.

DEDICATED

BY PERMISSION

TO

HIS EXCELLENCY THE EARL OF ELGIN & KINCARDINE,

LL.D., G.M.S.I., G.M.I.E.,

VICEROY OF INDIA,

AND

FIFTH PRESIDENT

OF THE MAYO COLLEGE COUNCIL.

PREFACE.

THE Mayo College has been in existence over 20 years. Already boys of the second generation, whose fathers studied at the college, are on the roll of students at present in attendance.

Sufficient time has elapsed to allow the formation of a proper judgment on the work done and the amount of success achieved. The materials for a history would be more difficult to obtain with every year of delay, owing to the coming and going of the boys and the gradual change of masters. This would, therefore, seem a favourable opportunity to review the past and present status of the college, and advantage has been taken of it to lay the following account of the Mayo College before the public.

The book is written principally for the students of the college, both past and present. The author's primary object has been to remind them of their students' career with its friendships and pleasures, to revive and increase their affection for the institution where they were educated, and thereby to knit them into a closer brotherhood, with the college as their *Alma Mater*.

Besides an account of the Mayo College, the book contains brief biographies of Lord Mayo and the different Viceroys who have ruled India since the idea of the college was started, together with short accounts of Rajputana, the Rajputs, the feudatory states, and more than two hundred of the principal aristocratic families of the province. Hence it is hoped that the work will be of interest to the reading public generally.

The different sardars and nobles were asked to supply information about their ancestors and their estates. The author's best thanks are due to those who very kindly responded to this request. The accounts they sent are based on their family histories. The author believes them to be true on the whole, but he disclaims responsibility as to their absolute accuracy. On sundry points, the durbars and their sardars are at variance. The author has given the views of either party without presuming to judge between them.

The following authors and works have been consulted :—

(1) Tod's Annals and Antiquities of Rajasthan, from which the tales of the Rajput heroes were chiefly taken.
(2) The Rajputana Gazetteer.
(3) Sir W. W. Hunter's Imperial Gazetteer of India.
(4) Sir W. W. Hunter's Life of the Earl of Mayo, from which the brief biography of Lord Mayo was epitomised.
(5) The Golden Book of India.
(6) The Native Chiefs and Their States, by the late Mr. Aberigh Mackay.

(7) Men of the Time, from which the accounts of the Viceroys were taken.
(8) Sir Roper Lethbridge's History of India.
(9) The Chiefs and Leading Families of Rajputana.
(10) Faulkner's Historical Sketch of Alwar.
(11) Babu Jawala Sahai's History of Bhartpur.
(12) Sodhi Hukm Singh's Guide to Bikanir; also Census Returns, Histories of Officers in the Foreign Department and other Government Blue-books.

The author hereby begs to tender his best thanks to His Excellency the Earl of Elgin, Viceroy of India, for his gracious acceptance of the dedication ;

to Mr. Crosthwaite, Agent Governor-General, Rajputana, for his kind approval of the work ;

to Colonel Abbott, Resident, Western Rajputana States, and lately Officiating Agent Governor-General, Rajputana, for his sanction of the scheme, for the hearty support which he gave it from the commencement, and for the good wishes which he most kindly expressed ;

to Colonel Loch, A.-D.-C. to H. E the Viceroy, and Principal of the Mayo College, for his contribution of a valuable chapter on the future development of the college, without which the book would be incomplete, for placing the college records at the disposal of the author, for his judicious advice and kindly encouragement, and the invaluable knowledge and experience which he was ever ready to bring to the author's aid during the progress of the work ;

to Babu Sangam Lal and Pandit Gauri Shankar of the college staff, for their hard work performed

promptly and willingly in translating into English many dozens of manuscripts, dealing with the histories of the chiefs and nobles ;

generally to all sympathisers and well-wishers ;

and lastly, to the many chiefs and princes, not only in Rajputana but throughout India, from the Punjab to Madras, who, besides the support afforded by their generous subscriptions, have written to the author to express their hearty approval and good wishes for the success of his efforts.

In conclusion, the author trusts it may not be out of place if he here puts on record his warm appreciation of the unvaried kindness and friendship extended to him for the past nine years by an officer who, owing to his high sense of justice tempered with benevolence, is honoured and beloved by every Mayo College boy and master—an officer whose distinguished services are too well-known to require eulogy here, Colonel William Loch, Principal for seventeen years of the Mayo College.

AJMERE. H. S.

CONTENTS

VOLUME I.

VOLUME II.

Part II.

RAJPUTANA, THE RAJPUTS, AND THE FEUDATORY STATES.

Part III.

OFFICIALS CONNECTED WITH THE COLLEGE.

Part IV.

THE STUDENTS OF THE COLLEGE.

PART I.—THE COLLEGE.

CHAPTER I.

The Origin and Foundation of the College.

The credit of originating the idea of the Mayo College must be given to the late Colonel Walter who, in his Bhartpur Agency Report of May 28th, 1869, wrote as follows:—

"It is no easy matter to decide what course we ought to pursue in order to ensure to the sons of the aristocracy of this country a liberal and enlightened education: but I think the time has, or must shortly come, when the Government of India will find itself compelled to move in the matter.

"When the natural guardians are alive, we could of course only earnestly press and urge upon them the desirability of receiving every advantage that education can offer to their children; but where, as in the case of Bhartpur, the Government becomes the guardian of the minor I think we ought in future, without fear of consequences on the score of prejudice or misinterpretation of our intentions, to insist upon the youth being brought up as a gentleman should be.

"But to carry this into effect, we must first of all establish an Eton in India. We require a college on an extensive scale, with ample accommodation within its walls for a large number of pupils and the followers (few in number of course) who would accompany them. A complete staff of thoroughly

educated English gentlemen, not mere bookworms, but men fond of field sports and out-door exercise, would be necessary, and with these should be associated the *élite* of the Native gentlemen belonging to the Educational Department. The pupils, or rather their guardians, the tutors, should be allowed ample funds from the coffers of the State to which the minor belonged, and the holidays should be spent in constant travel all over the Continent of India, with an occasional visit to their own homes.

"Many will say that such a scheme is impossible. I admit that it is surrounded with difficulties, but I do not think they are insuperable. If we desire to raise the Chiefs of India to the standard which they must attain in order to keep pace with the ever-advancing spirit of the age; if we wish to make clear to them that our only object is to perpetuate their dynasties, and to make them worthy feudatories of the crown of England, we must place within their reach greater facilities for bestowing on their sons a better education than they can now possibly obtain. Then, and not till then, can we hope to see the Native Princes of India occupying the position they ought to hold as the promoters of peace, prosperity and progress amongst their own people, and the hearty supporters of British authority and power."

Lord Mayo attached the greatest importance to these words, and when he came to Ajmere in October 1870, in the course of his eloquent speech delivered in full durbar before the Chiefs and Princes of Rajputana, he set forth his wishes on the subject of starting a Rajkumar College.

On His Lordship's return to Calcutta he addressed to the Local Administration a letter more definitely describing the details of the proposed scheme. This was duly communicated to the several Chiefs of Rajputana who, in a splendid outburst of enthusiasm for education and admiration of the great Viceroy who addressed them, at once subscribed

over six lakhs of rupees to form an endowment fund, as follows :—

H. H. The Maharana of Udaipur	... Rs.	1,00,000
H. H. The Maharaja of Jaipur	... ,,	1,25,000
H. H. The Maharaja of Jodhpur	... ,,	1,00,000
H. H. The Maharao of Kotah	... ,,	70,000
H. H. The Maharaja of Bhartpur	... ,,	50,000
H. H. The Maharaja of Bikanir	... ,,	50,000
H. H. The Maharaj Rana of Jhallawar	... ,,	40,000
H. H. The Maharao Raja of Alwar	... ,,	35,000
H. H The Maharaja of Karauli	... ,,	15,000
H. H. The Maharao Raja of Bundi	... ,,	10,000
H. H. The Maharawal of Partabgarh	.. ,,	10,000
H. H. The Maharaja of Kishengarh	... ,,	6,000
H. H. The Nawab of Tonk	... ,,	5,000
H. H. The Maharawal of Banswara	... ,,	4,000
H. H. The Rao of Sirohi	.. ,,	3,750
Total ...	Rs.	6,23,750

Besides their subscriptions to the endowment fund, the States undertook to build separate boarding-houses for the accommodation of their young princes. The scheme once started was rapidly developed in detail. Ajmere was selected as the most suitable site for the proposed college for two reasons : first, its central position ; secondly, that, being Government territory, it became neutral ground where chiefs from the different States could meet without any fear of provoking that jealous feeling which, undoubtedly, would be aroused had the college been built in any one of the great States. Not to be behindhand in generosity, the Government of India agreed to give the land, to build the college main building, the Ajmere boarding-house and the roads and bridges, all of which amounted to nearly six lakhs. Besides this, it consented to provide the salary of the Principal

and a yearly sum for the repair and keeping in order of imperial works. These two items amount to about Rs. 17,000 a year. On their side the States, besides the six lakhs of endowment fund, spent over four lakhs of rupees in gifts to the college, building boarding-houses, out-houses, stables, etc. Thus in round numbers the college property in land and buildings amounts to ten lakhs; and if we add to this the endowment and other funds specified further on, the total will amount to 17½ lakhs. There are few, if any, colleges in India which have been started on so generous a scale.

In 1871, a Mayo College Public Works Division was created with Mr. Gordon, of the Public Works Department, as the first Executive Engineer. The site which he selected for the college park was the estate occupied by the Agent to the Governor-General and Staff. He also fixed the site for the college main building, and drew up a ground plan for locating the boarding-houses. The old Agency estate contained 88 acres. To this were added by purchase 79 acres, so that the college park now comprises 167 acres.

Several designs were submitted for the main building. Mr. Gordon submitted two—one in the Grecian style prepared at Simla under Lord Mayo's personal superintendence. The estimate of six lakhs was, however, prohibitive; the other, in Indo-Saracenic style. Mr. Joscelyne submitted a third, of which the leading features were taken from the Kolhapur School. Major-General Cunningham and Major Mant of the Royal Engineers were also invited by the Government of India to submit designs. In June 1875 Major Mant's design was approved. The building was begun in July 1877, and was finished in February 1885, the time taken in construction being 7 years and 8 months. The cost was Rs. 3,81,696.

The boarding-houses were begun long before work was commenced on the college. In fact, in July 1877 the

residences of the Principal and the Head Master and all the boarding-houses, with the exception of those of Alwar, Jaipur, Jhallawar and Tonk, were completed.

Mr. Gordon was transferred in 1873. Mr. Brassington succeeded him, and remained in charge of the work from October 1877 to June 1883. He was followed by Mr. Bhagat Singh, who remained in charge till June 30th, 1884, when the superintendence of the work was given over to the Principal, and the Mayo College Division of the Public Works Department was abolished.

The foundation-stone was laid on January 5th, 1878, by Mr. (afterwards Sir) Alfred Lyall, then Agent to the Governor-General for Rajputana; and the opening ceremony was performed by H. E. Lord Dufferin, Viceroy of India, on November 7th, 1885.

Classes were held in the main building for the first time on December 1st, 1885.

The Ajmere Durbar and Lord Mayo's Speech.

Lord Mayo arrived in Ajmere on October 19th, 1870. His camp was pitched on the old Residency grounds,—now the college park,—and the great durbar was held in a large tent pitched on the very spot where the Udaipur boarding-house now stands. The first day a great procession was made, consisting of the Viceroy and the principal chiefs and officials of Rajputana. It proceeded through the city and back to the Residency. On the way it passed under a triumphal arch erected across the road between the Presbyterian Mission Church and the Post Office, and composed of pillars brought from the Arhai din ka Jhompra.

At night there was a grand illumination of the whole city, the Daulat Bagh, the Ana Sagar, and the adjacent height of Tara Garh. These illuminations were in charge of Pandit

Sheo Narain, now Head Pandit at the college. Lord Mayo made the circuit of the Ana Sagar in a boat to view the illuminations from all the most picturesque points, and was much pleased with all he saw.

During his stay at Ajmere the Viceroy found time to visit the house where Mr. Goodwin now lives, and which was then a boarding-house for the Ajmere Chiefs. There were at the time 13 in all, *viz.*, Rao Bahadur Singh of Masuda and his younger brother, Raja Partab Singh of Pisangan, Rao Kalian Singh of Junia, Rao Madho Singh of Kharwa and his cousin, and Thakurs Ummed Singh of Sawar, Mor Singh of Shokla, Sarup Singh of Goela, Sawant Singh of Kabania, Sadul Singh of Sathana, Durjan Sal of Kadhera, and Mor Singh of Jamola. They lived at the house in charge of Pandit Sheo Narain, and during the day studied at the Ajmere Government College. Lord Mayo expressed his great pleasure at all he saw, and there is no doubt that in this small beginning he perceived the nucleus of what afterwards grew into the Mayo College.

The durbar was held on Saturday, October 22nd, at 9 A.M. The following chiefs and princes, who were afterwards all more or less connected with the college, were present:—

(1) H. H. Maharana Sambhu Singh of Udaipur (since dead—was succeeded by Maharana Sajan Singh, and then by the present Maharana).

(2) Rao Bakht Singh of Bedla (since dead—succeeded by Rao Takht Singh, and then by Rao Karan Singh who studied at the college).

(3) Raj Fateh Singh of Dilwara (dead—the son of the present Raj was a student at the college).

(4) Rao Lachman Singh of Parsoli—his son attended the college.

(5) Rao Khuman Singh of Asin.

(6) Maharaja Gaj Singh of Seorathi, elder brother of the present Maharana.
(7) H. H. Maharaja Takht Singh of Jodhpur (since dead —was succeeded by Maharaja Jeswant Singh, and then by the present Maharaja Sardar Singh).
(8) Thakur of Raipur (dead—his son Hari Singh is now reading at the college).
(9) Thakur of Khejarla (dead—his son attended the college).
(10) The Prime Minister of Jodhpur, Nawab Mardan Ali Khan, who afterwards presented the clock to the college.
(11) H. H. Maharao Raja Ram Singh of Bundi (since dead—his son is the present ruler).
(12) H. H. Maharao Chattar Sal of Kotah (since dead —the present ruler is his adopted son and studied three years at the college).
(13) Apji Maharaja of Koela (since dead—his son Pirthi Singh studied at the college).
(14) Maharaja of Gainta (dead—his son Madho Singh attended the college).
(15) Maharaja of Bamolia (dead—his son Jai Singh, the present ruler, was a pupil at the college).
(16) H. H. Pirthi Singh, Maharaja of Kishengarh (since dead—his son Maharaja Sadul Singh is the present ruler).
(17) H. H. the Nawab of Tonk (still ruling).
(18) Sahibzada Obeidullah Khan (now Prime Minister of Tonk; three of his sons joined the college).
(19) Sahibzada Inayat Ullah Khan.
(20) Sahibzada Ahmedyar Khan.
(21) Sahibzada Ishak Khan.
(22) Sahibzada Mahomed Sayyid Khan.
(23) H. H. Pirthi Singh Maharaj Rana of Jhallawar (since dead—his son Zalim Singh is the present ruler, and was educated at the college).

(24) Thakur of Sarthal (dead—his son Sheodan Singh is now in the college).

(25) H. H. the Raj Dhiraj of Shahpura (since dead—his adopted son is the present ruler, and two of his grandsons read at the college).

(26) Thakur Dhirat Singh of Dhanope (his son is now ruler of Shahpura).

(27) Thakur Nathu Singh of Khamore (dead—his son Jeswant Singh attended the college).

(28) Raj Mangal Singh of Bhinai (dead—his son is now ruling).

(29) Thakur Madho Singh of Sawar (dead—his son, the present Thakur Ummed Singh, read in college).

(30) Rao Bahadur Singh of Masuda (still ruling).

(31) Rao Kalian Singh of Junia (dead—his son Kesri Singh, the late Rao, was a student at the college).

(32) Raja Partab Singh of Pisangan (dead—was a student of the college, and was succeeded by the present Raja, Kandarp Sen).

(33) Thakur Hari Singh of Deolia (dead—his son Mor Singh, the present Thakur, was a student in the college).

(34) Thakur Sujan Singh of Para (dead—the present Thakur Sangram Singh and his brother, Harnath Singh, studied at the college).

(35) Rao Jeswant Singh of Kharwa (dead—his son is the present Rao Madho Singh, whose son Gopal Singh was educated at the Mayo College).

(36) Rao Ranjit Singh of Bandanwara (dead—his son, the present Rao Gaj Singh, was one of the most distinguished pupils of the college).

(37) Thakur Luchman Singh of Govindgarh (dead—his son Raghunath Singh read at the college—he

also is dead—the present chief, Shankar Singh, is now at the college).

(38) Thakur Nahar Singh of Bagsuri (dead—his son Lachman Singh, the present Thakur, was educated at the college).

(39) Shaikhul Mushaik Dewan Gyasudin Ali, of the Ajmére Dargah, was a student of the college.

(40) Thakur Ram Singh of Piplaj (dead—his grandson Bijaya Bahadur Singh read in the college).

(41) Thakur of Pranhera (dead—his son Ranjit Singh, the present Thakur, was for a long time at the college).

Besides the above chiefs, there were also present, among many other Civil and Military Officers of Government, Captain (now Colonel) Abbott, Resident of Jodhpur; Major Repton, Deputy Commissioner of Ajmere; and Pandit Sheo Narain, now Head Pandit at the college.

The seats on the right of the Viceroy were in the following order:—

The Maharana of Udaipur.
The Foreign Secretary.
The Under Foreign Secretary.
The Maharao Raja of Bundi.
The Maharao Raja of Kotah.
The Maharaja of Kishengarh.
The Nawab of Tonk.
The Maharaj Rana of Jhallawar.
The Raja of Shahpura.

The attendant sardars of the various chiefs were seated behind their respective lords. The next to be provided with seats were the Ajmere *istamrardars*, the vakils of the absent chiefs in attendance on the Agent to the Governor-General, the Mir Munshi of the Governor-General's Agency, and after him various other native gentlemen.

On the left of the Viceroy sat General Brooke, the Agent to the Governor-General for Rajputana, the Private and Military Secretaries, and the Political, Civil and Military Officers present, according to their rank.

When all were assembled, His Excellency the Viceroy and Governor-General entered the durbar accompanied by the Secretary and Under-Secretary in the Foreign Department, the Private and Military Secretaries and His Excellency's Personal Staff. A Royal salute was fired, the troops presented arms, and the band played "God Save the Queen." As the Viceroy entered, every person present stood up and continued standing until His Excellency had taken his seat on the throne.

The Independent Chiefs and the Raja of Shahpura were then introduced by the Foreign Secretary, one by one, to His Excellency. The sardars of the chiefs and the other native gentlemen were introduced by the Under-Secretary. The Maharana of Udaipur presented no *nuzzur*, but all others when introduced offered the usual *nuzzurs*.

When the introductions were over, the Viceroy and Governor-General delivered the following address :—

"I am much gratified by your presence here to-day. It is good to see assembled around the Viceroy of India the heads of so many of the most ancient houses of Rajputana. It is long since a Governor-General has met you in durbar within the walls of this old city; and since the Government of India has been placed directly under our Sovereign, no Viceroy has been able to come to Ajmere. But your welfare and that of your people have, nevertheless, been objects of the deepest interest to the British Government. Her Majesty the Queen regards with the utmost solicitude the well-being of all the inhabitants of Hindustan, whether they be chiefs or people, whether they are Her Majesty's immediate subjects or are ruled over by Native Princes.

"I, as the Representative of the Queen, have come here to tell you, as you have often been told before, that the desire of Her Majesty's Government is to secure to you, and to your successors, the full enjoyment of your ancient rights and the exercise of all lawful customs, and to assist you in upholding the dignity and maintaining the authority which you and your fathers have for centuries exercised in this land.

"But in order to enable us fully to carry into effect this our fixed resolve, we must receive from you hearty and cordial assistance. If we respect your rights and privileges, you should also respect the rights and regard the privileges of those who are placed beneath your care. If we support you in your power, we expect in return good government. We demand that everywhere throughout the length and breadth of Rajputana, justice and order should prevail; that every man's property should be secure; that the traveller should come and go in safety; that the cultivator should enjoy the fruits of his labour, and the trader the produce of his commerce; that you should make roads and undertake the construction of those works of irrigation which will improve the condition of the people and swell the revenue of your States; that you should encourage education and provide for the relief of the sick.

"And now let me mention a project which I have much at heart. I desire much to invite your assistance to enable me to establish at Ajmere a school or college, which should be devoted exclusively to the education of the sons of the Chiefs, Princes and leading Thakurs of Rajputana. It should be an institution suited to the position and rank of the boys for whose instruction it is intended, and such a system of teaching should be founded as would be best calculated to fit them for the important duties which in after-life they would be called upon to discharge. It would not be possible on this occasion to describe minutely the different features of such an institution, but I hope to communicate with you shortly on the subject, and I trust you will favour and support an attempt to give to the youth of Rajputana instruction suitable to their high birth and position.

"Be assured that we ask you to do all this for no other object but your own benefit. If we wished you to remain weak, we should say 'Be poor, and ignorant and disorderly.' It is because we wish you to be strong, that we desire to see you rich, instructed and well governed. It is for such objects that the servants of the Queen rule in India; and Providence will ever sustain the rulers who govern for the people's good.

"I am but here for a time; the able and ardent officers who surround me will, at no distant period, return to their English homes; but the power which we represent will endure for ages. Hourly is this great Empire brought nearer and nearer to the throne of our Queen. The steam vessel and the railroad enable her year by year to enfold India in a closer embrace. But the coil she seeks to entwine around her are no iron fetters but the golden chains of affection and of peace. The hours of conquest are past; the age of improvement has begun.

"Chiefs and princes! advance in the right way and secure to your children's children and to future generations of your subjects, the favouring protection of a power who only seeks your good!"

Attar and *pan* were given by the Viceroy himself to the Maharana of Udaipur, by the Foreign Secretary to the other independent chiefs present, and by the Under-Secretary to the sardars and native gentlemen.

The Viceroy and Governor-General left the durbar under a royal salute, accompanied by the Secretary and Under-Secretary in the Foreign Department, the Private and Military Secretaries, and His Excellency's Personal Staff.

The ehiefs were conducted to their elephants in the order of their rank, beginning with the Maharana of Udaipur downwards, by the Foreign and Under-Secretaries, and the Political Officers present.

In the afternoon of the same day, His Excellency the Viceroy paid return visits to the different Chiefs and ruling

Princes of Rajputana, beginning with the Maharana of Udaipur.

Description of the Main Building.

(This is chiefly taken from an account drawn up by Colonel Loch, the Principal, and presented to the Earl of Dufferin at the opening of the college.)

The style of architecture of the main building is the Hindustani or Hindu Saracenic,—this style having been decided upon by Lord Northbrook as being the most suitable in a province abounding with fine examples of similar architecture,—and which the chiefs themselves have generally adopted for their own palaces and other buildings. The fusion of Hindu and Mahomedan architecture, which has been developed in Rajputana, is admirably adapted to modern requirements, meeting as it does the exigencies of the climate, and harmonizing with the tradition of the people.

The accommodation provided for classes and offices was arranged in consultation with Colonel Sir Oliver St. John, the first Principal. In the centre is a lecture hall 68 feet by 40, its east end being nearly in a semi-circle. In front is the main entrance porch of 25½ feet by 14, with a large open entrance arch of 16½ feet span. In the rear is the vestibule, with a small entrance porch supported by pillars of Hindu form with bracket capitals.

In the north wing are two class rooms, and in the south three, making five in all. Four of these are 24 feet by 22; but the one on the extreme north, called the north class room and running east and west, is 40 by 24. In the original plan this was intended for the library, and the two rooms corresponding to it on the south for the Principal's room and office.

It was, however, found quite impossible to accommodate all the classes, consisting of 70 boys, in the two remaining class rooms. Hence the library and the Principal's office

bell which summons the boys to their different tasks during the day.

The clock has four faces looking to the four cardinal points. The diameter of each is 12 feet. The clock cost Rs. 3,500, which sum was presented to the college by the late Nawab Mardan Ali Khan, Prime Minister of Jodhpur. It is wound up once a week, and generally kept in order by the Railway Locomotive Department. It strikes the hours, can be seen from every part of the college grounds, and can be distinctly heard to the distance of half a mile.

Underneath the balcony, which runs round the tower below the clock, is a favourite place for bees' nests, which sometimes grow to the length of 3 or more feet. As they are unsightly objects, they have to be removed from time to time. The man who does the work lets himself over the balcony by a rope at night when the bees are comatose. It is a dangerous operation, and he naturally demands a high fee.

In the interior of the building decoration of a simple character in moulded panelling, cusped arching, cornices, etc., has been sparingly introduced.

In the centre hall, however, the decoration assumes a richer character, the front doorways being embellished by attached joint and mullion shafts and pilasters, and their arch heads fitted with perforated scroll work. Above, panelled arcading decorates the upper part of the walls at each end of the hall.

At a height of 37½ feet from the floor the ceiling is coved inwards to a projection of 6 feet, the depth of the cove being 6 feet. A band 12 inches deep and sloping inwards then occurs, over which the ceiling is flat. The cove, which is of teakwood, is divided into panels by moulded ribs with ornamental pendants at their outer ends and springing from

corbels in the cornice. The perforated eaves board is ornamented with gilded pateræ, and the flat portion of the ceiling, which is also of teakwood, is panelled by projecting mouldings into a geometrical pattern, in which two large flat glazed lights are introduced covered by sky-lights, in the sides of which a ventilating space is provided all round.

All the rooms except the centre hall have been tinted in distemper, but the colouring of the latter has, owing to the liberal gift of Rs. 7,500 by H. H. the Maharaja of Jaipur, been most effectively and tastefully executed in oils under the very able hand of Mr. Freyberger. Each panel in the ceiling is painted with stencilled flowers of various colours on a pale buff ground. The ribs or mouldings are tinted in pale pink, and a line of gold ornaments the cavetto. The cove is tinted and stencilled, the moulded ribs dividing, the panels being flanked with gold and all pendants picked out with pale blue and their bases, centre rings and caps gilded. The walls are tinted in harmony with the ceiling. All the panels are of the same buff tint with inside cusped panellings of pale grey relieved by white stencils ; the mouldings throughout the room are gilded, the dado is of a rich olive green, with coloured imitation Minton tiles decorating its upper edge, and with its wainscot of black.

Blue lace stencillings are introduced both below the upper cornice and the band running underneath the window openings, which band is itself divided into geometrical panellings, tinted buff on a grey ground with blue star ornamentations. The cusped recesses are surmounted by fan-shaped panels of pale grey with stencillings of white, and white and gilded pateræ are inserted at the upper corners and in the arch spandrels.

The glazing of the flat lights is of coloured glass. One is the conventional representation of the sun, a man's head

surmounted with a crown and surrounded with flames. This was copied from the banner of H. H. the Maharana of Udaipur. The other represents the moon, a four-armed god, riding in a chariot drawn by a pair of black buck. The two are emblematic of the Surya Wansh, or the race of the Sun, and the Chandra Wansh, or the race of the Moon, the two chief families into which the Rajput tribes are divided. These transparencies skilfully painted by Mr. Freyberger, besides being decorative features, assist in lighting the room, ceiling and cove.

The floors of the centre hall, the main entrance porch and verandahs are formed of grey, white, green and pink marbles, laid in geometrical patterns ; those of all the other rooms are terraced and polished.

As regards the exterior decoration, the ornament, with the exception of the cupolas accentuating the angles and giving variety to the skyline, follows the construction and is subordinated to it ; carved work is sparingly introduced, and is as simple in character as is consistent with an æsthetically good rendering of the style of architecture. Ample light and ventilation are secured throughout the building by full provision of doors and windows ; clerestory windows are also inserted in the different class rooms. In the roof of the centre hall through ventilation is kept up between the perforated band above the cove and the sky-lights ; and in addition to this, circular windows with perforated zinc sheeting pierce the walls behind the cove all round the hall.

The mass of the masonry of the plinth and superstructure of the building is of coursed rubble laid in lime mortar. The outer faces of the building throughout and the inside of the open verandahs and entrance porch are built of white marble with bands of black introduced at intervals, the whole of which was procured in the Ajmere district, within a radius

of 15 miles of the college site. The white marble came from Purbutpura and Jamunkichoki; the white and pink from Kaimpur; the green from Bussi; and the black from Khajurkichoki.

It is a pity that the white and black marbles which compose the bulk of the building were not polished for, if they had been, the Mayo College would rank next to the Taj Mahal in beauty of design and workmanship. When the materials were lying on the ground ready for the builder, H. H. the late Maharaja Ram Singh of Jaipur offered to pay for the expense of polishing, which would then have been only a few thousand rupees. The offer at the time was not accepted, and now that the building is complete, the cost of polishing would come to considerably over a lakh of rupees, one-third of the whole expense of erection.

The fire-places throughout the building are construoted of various coloured marbles, polished and carved. They have never been used, though they add greatly to the beauty of the rooms.

The interior of the building, with the exceptions noted, is plastered. The roofs are made of stone slabs terraced throughout. The slabs are supported by arches in all the rooms, except the centre hall in which iron girders are employed. The doors are made entirely of Moulmein teakwood, the upper panels of the outer ones being glazed with entire sheets of thick plate glass. Cast-iron railings are provided for those verandah openings to which there are no leading steps. The building, which faces the west, is approached from all directions, and is surrounded by a level terrace interspersed with grass lawns.

The centre hall for size and beauty is one of the finest in India. The semi-circle at the eastern end is filled by a wooden dais two feet high, on which is the Principal's table, and here he daily holds the durbar of motamids. This dais is

most useful for the delivery of speeches on great occasions, and on this the boys take their stand on days of public recitation. On one side of the daïs is the notice board, which is covered with lists of prizes, lists of classes, holidays, routine work, &c.

Below the daïs are two tables, on one of which are placed the daily and monthly newspapers and periodicals for the use of the masters and boys during the recreation hour. The *Pioneer* and the *Amrita Bazar Patrika* are the dailies; the *Graphic*, *Illustrated London News* and *Punch* the weeklies; and the *Boy's Own Paper*, the *Nineteenth Century*, the *Fortnightly*, and the *Contemporary* the monthlies; and the *Asiatic* the one quarterly. The last four, after perusal by the Principal and Head Master, are sent round to the Commissioner and other officials who may wish to see them.

On the other table are large illustrated books and albums of photographs. Behind areo ther tables covered with in-door games—chess, draughts, backgammon, halma, reversi, the race game, and many others, at which the boys play with great zest, and some with considerable skill, during the recreation hour from 1 to 2 P.M.

In the north-west corner is the billiard table. This was bought from college income by Colonel Sir Oliver St. John, and for a long time was kept in the Principal's house, where the boys could play on it when they wished out of college hours. In 1888 it was removed to its present position, a marker was engaged, and the boys were allowed to play from 1 to 2 and 4 to 5 every day, and every morning on Sundays and holidays. They are fond of billiards, but their skill does not amount to much. In the south-west corner is a large table covered with scientific instruments presented by the late Maharaja Ram Singh of Jaipur. They include an orrery, a Grove's battery, an electric machine, a system of pulleys

and levers, a crane, an inclined plane, and various examples of the transmission and conversion of force.

On one side is a case of fossils and old coins found in the district. In the centre is a large terrestrial globe 4 feet in diameter. Around the walls are six cabinets filled with books containing the college library. They consist chiefly of standard works, books of reference, bound numbers of old magazines and illustrated papers, works of sport, travel, adventure and education, and books devoted to India and the East. Any master or boy can take out a book on applying to the librarian. He is responsible for its return in the same condition in which he received it, but otherwise there is no time limit, nor is the library open to any one outside the college without the orders of the Principal.

On the north wall over the mantelpiece is an oil painting of General H. Hall, who was Superintendent of Merwara from 1822—1836.

Facing it, on the south wall, is an oil painting of Colonel Sir Edward Bradford painted by W. W. Ouless, exhibited at the Royal Academy in 1889, and unveiled by Lord Lansdowne on his visit to the college in 1890.

In the Head Master's room, over the fire-place, is a painting of Colonel Charles George Dixon, who was Assistant Commissioner of Merwara from 1836 to 1842, and Superintendent Ajmere-Merwara 1842—1857. His name is still famous with the people. He it was who first built the roads and made Ajmere into a civilised and law-abiding district. He built the town of Beawar, where his tomb is illuminated every night and occasionally worshipped by the people. He died in the year of the mutiny which, it is currently reported, broke his heart with sorrow that the people for whom he had worked all his life should ever dream of turning against the British Raj. An oil painting in the possession of the

Commissioner, executed by a native artist, and executed, it must be confessed, in an execrable manner, is the only portrait extant of the great Colonel Dixon. This was sent to England and copied by a lady artist from the Kensington School of Art. It is this copy, very handsomely framed in gold, which adorns the Head Master's room.

On the shaft at the foot of the tower is the following inscription:—

FOUNDATION-STONE LAID BY
ALFRED LYALL, Esq.,
JANUARY 5TH, 1878.
ARCHITECT, MAJOR MANT, R.E.
SUPERINTENDING ENGINEERS, A. G. CROMMELIN, 1878.
LIEUTENANT-COLONEL WILLIAMS, 1878.
MAJOR J. P. STEEL, R.E., 1878.
EXECUTIVE ENGINEER, J. W. BRASSINGTON, C.E. 1878—1883.
SUB-OVERSEERS, FAZL MAHOMED AND HARNAM SINGH.

Lord Mayo's Statue.

The statue of Lord Mayo stands in the centre of a plot of grass immediately in front of the main entrance of the college building, facing the lofty mountain of Tara Garh. It is of the purest Carrara marble, and is placed on a steel-grey pedestal 6 feet in height. The figure is of heroic size and represents the distinguished founder of the college in his robes of State as Grand Master of the distinguished Order of the Star of India. He wears a swallow-tailed coat buttoned across his chest, knee breeches, stockings and shoes. Across his breast is the broad collar of the Order, and at his left side a sword sheathed. His right hand is slightly raised as if motioning a visitor towards the building at his back.

The large square head is covered with wavy hair. The face is exceedingly handsome. The straight nose, small determined mouth, and large jaw are suggestive of strong will and great strength of character, while the kindly look

in the eyes evinces the sweetness of disposition which endeared him to all who knew him. The statue is of surpassing workmanship. The artist was Mr. Noble, who unfortunately lived only long enough to complete this, the last work from his chisel.

On the front of the pedestal is the following inscription :—

"THIS STATUE
IS ERECTED IN HONOUR OF
RICHARD SOUTHWELL BOURKE,
EARL OF MAYO,
K.P., G.M.S.I.,
VICEROY OF INDIA,
FROM 1868 TO 1872.
BORN, FEBRUARY 21ST, 1822—DIED, FEBRUARY 8TH, 1872.
THE FORCE OF MIND AND BODY WHICH
ENABLED HIM TO DEAL WISELY AND PROMPTLY
WITH EVERY BRANCH OF PUBLIC BUSINESS;
THE JUSTICE WHICH UNIFORMLY
GUIDED HIS POLICY;
THE BENEVOLENCE WHICH ENDEARED HIM
TO ALL WHOM HE RULED;
THE ADMIRABLE CANDOUR AND OPENNESS OF MIND
WHICH ENABLED HIM TO LEARN
FROM ALL WHO APPROACHED HIM;
AND THE WONDERFUL SWEETNESS OF DISPOSITION
WHICH SUBDUED EVEN HIS ENEMIES
CAN NEVER BE FORGOTTEN BY THOSE WHO KNEW HIM;
AND HAVE PRODUCED LASTING EFFECTS
ON THE INDIAN EMPIRE,
IN THE SERVICE OF WHICH HE SPENT HIS BEST YEARS
AND LOST HIS LIFE.
IT WAS HIS HOPE THAT THIS COLLEGE,
OF WHICH HE FIRST SUGGESTED THE FOUNDATION,
MIGHT PROMOTE AMONG THE YOUTH OF RAJPUTANA
THE CARDINAL VIRTUES OF
FORTITUDE, TEMPERANCE, JUSTICE AND BENEVOLENCE
OF WHICH HIS OWN LIFE
GAVE A SPLENDID EXAMPLE."

An Urdu translation of the above inscription is on the north face of the pedestal, and a Hindu translation on the

south. On the rear face in Hindi, English and Urdu is the following inscription :—

"THIS STATUE
WAS ERECTED FROM FUNDS
SUBSCRIBED IN
RAJPUTANA,
TO MARK THE ESTEEM AND ADMIRATION
ENTERTAINED FOR THE NOBLE
FOUNDER OF THE
MAYO COLLEGE.

When the first shock of the great Viceroy's dreadful and sudden death had passed, a subscription list was opened to perpetuate his memory by means of a statue. British and Native subjects from all parts of Rajputana readily subscribed. In all over Rs. 26,000 were raised.

The expenses were as follows :—		£	s.	d.
Paid to Mr. Noble ...	...	614	15	8
„ Mrs. Noble...	...	528	0	0
„ Mr. Edwards	...	15	15	0
Freight to India ...	...	30	14	0
Total	...	£1,189	4	8

		Rs.	As.	P.
This with the rupee at 1/9⅞ came to	...	13,185	6	0
Commission at ¼ per cent. ...	...	32	14	0
Te egrams	...	42	8	0
Model pedestal	...	137	0	0
Permanent pedestal ...	...	859	2	3
Railway freight ...	...	231	15	0
Total	...	14,488	13	3

The balance, to the amount of Rs. 11,879, was, with the consent of the donors, made over to the college funds and

was eventually invested in land. When the statue first arrived in Ajmere, it was set up on the site at present occupied by the Saunders' Memorial in front of the Ajmere Club. Thence it was removed to the centre hall of the college, where it occupied the site of the present dais. Shortly before Lord Dufferin's visit to declare the college open, it was finally removed to its present position.

CHAPTER II.

THE COLLEGE PARK, RESIDENCES AND MINOR BUILDINGS.

THE college park is situated at the mouth of the Ajmere Valley. The main building faces west looking towards Tara Garh or Star Fort, built long ago by Beesila Deo on a mountain of the same name which rises from the plain to a height of 1,200 feet. At the back and on the right is the Madar Hill, which also towers above the college to a height of 1,000 feet. The college itself is 1,600 feet above sea-level. The site of the park is the highest and healthiest in the Ajmere Valley. The area of the park is 167 acres, of which 88 acres belonged to the old Residency compound.

Close behind the Udaipur residence is a mound where the old Residency stood ; beside it were three smaller bungalows and some out-houses. These bungalows were, during the first eight or nine years, used for class rooms and offices while the college main building was in course of erection. They have long since been dismantled, and the ground which they occupied smoothed down.

The park is bounded on the north by the Ajmere-Srinagar road with which it communicates by two gates and an open roadway. There are two other gates in the park : the west close to the railway workshops, and the south on the Nasirabad road. The north-east gate is kept permanently shut, as it is seldom or never used. Watchmen keep guard over the north and south gates, and the police guard over the other two. The grounds are private, and open to the

general public only as a matter of courtesy. Carriages are allowed to drive in the park, but ekkas, bullock carts, hawkers, and others can enter only by special permission.

A road runs from the main building due west in a straight line. Its length is 1,100 yards. It is terminated by the west gate. After passing the police guard, it is shaded for three-fourths of its length by a double row of trees. On this road, about 700 yards from the college, is the Alwar gateway and the bridge over the Bisla Channel. Crossing this road at right angles at a distance of 200 yards from the college, is another which passes across the grounds due north and south from the Srinagar road on the north to the Nasirabad gate on the south. It is 970 yards long. Parallel with this, the college main road crosses the park passing from the north gate, on both sides of the college due south to the Jaipur residence. Its length is 900 yards. This road forms the base of the horse-shoe around which nine out of the ten residences are built. One hundred and fifty yards north of the college a road runs east curving to the south, for 500 yards ; here it meets a road which runs due east for 150 yards to the Principal's house. Passing this it curves south and west till it emerges on the college main road, 150 yards south of the college itself. This circular road is in the shape of a horse-shoe. The college stands at the centre of its base. The Kotah and Jhallawar houses stand on the base north and south of the college and some 50 yards to the east. The Ajmere house is in the north corner on the outer side of the horse-shoe. Behind it come severally the Jodhpur, Bikanir, and Tonk residences, at distances of 200, 80 and 40 yards. These four houses are built *en echelon* sloping to the south, so that no house may screen the west wind which blows for the greater part of the year from the one behind it. The Udaipur house is in the south corner of the horse-shoe on a level with the Jhallawar house and on the opposite side of the

road. One hundred and seventy yards to the east, on the outside of the horse-shoe, is the Alwar house, and behind it the Bhartpur.

From the Principal's house a road runs 200 yards to the north-east gate, and is continued south and west running parallel to the inner horse-shoe for 800 yards till it reaches the college main road, 100 yards south of the Udaipur house. Close to the junction on the south side is the Head Master's house. The Jaipur residence is at the extreme south end of the college main road, 550 yards from the college.

Other roads run one between the Alwar and Bhartpur houses to the stables, and another east of the Alwar house to the vegetable garden and racket court; two more in front of the Kotah and Jhallawar residences. Short roads connect the different residences with the main roads. In all there are more than 6,000 yards, or say 3½ miles, of metalled road and terrace in the college park. These are all in excellent condition, the park roads being far the best in the district. Half the entire length is laid down fresh every year, so that the whole is repaired every two years. The cost is paid from imperial funds. The main roads are bordered by a narrow edging of red gravel. The metalling is 13 feet wide.

The park boundary is everywhere marked by stone pillars, and where it touches the Srinagar road, and in some other parts it is guarded by a wire fence.

To the south-west of the college is a small tank called the St. John Sagar after the first Principal. It is 10 feet deep after the rains, but soon dries up. Most of the residences have wells close by. In all there are 13 wells in the park, on which the water-supply is entirely dependent. They become very shallow in the hot weather, and some dry up completely. Rain gauges are kept at the college and the Principal's house. Observations are regularly taken, and the average rainfall is found to be 21 inches. But it often falls

far below this, and every five or six years great scarcity of water prevails, so much so that in 1892 a fortnight was added to the summer holidays, and the college was opened on July 15th instead of the 1st, as all the wells were dry. The want of water is the more tantalising from the fact that the pipes which bring the Foy Sagar water to the railway workshops run within a few yards of the west gate of the park.

The open ground enclosed by the horse-shoe is 300 yards from north to south and 200 east to west, and between the Kotah and Jhallawar houses is a further piece 130 by 100. Nine out of the ten residences are built round this space of ground, and it would seem that no better place could be chosen for cricket grounds and tennis courts. There are three divisions for cricket among the boys, and each requires a ground. Besides these a fourth ground is required for great matches. Nowhere else in the park is there room for four grounds except in the horse-shoe. The present grounds are at a distance from most of the houses, and are far too small to allow of first-class cricket. They were put where they are of necessity, for during the first ten years while the college and residences were being built, the centre of the park was one vast workshop, and only an out-of-the-way corner could be spared for the boys' recreations. Now that the park is cleared, a readjustment of the grounds might be considered. If the centre space was made use of in the way suggested, small pavilions for the different grounds would be very convenient, and if built to harmonise with the surrounding architecture, would add greatly to the beauty of the park.

The college park abounds in trees, chiefly the *nim* and the *babul*, of which there are several hundreds. Only a small portion of the park is cultivated, the greater part being used for grass land. The quantity of the grass depends greatly on the rains. It is sold during the year to the boys for their horses. The income derived varies from year to year and

goes to the general college fund. The average amount is perhaps Rs. 250. The boys and their servants drink a great deal of milk, all of which is supplied from outside. This supply is a constant source of danger, as milk of all substances most readily carries infection. This danger could be obviated by starting a dairy farm for the college. Not fewer than 30 cows would be required, for which there is ample grass and pasture within the gates. The Government might be moved to lend for a short time the services of a trained dairy man to start the farm. The boys and their servants would thus be ensured a supply of pure milk, and at the same time instruction could be given on the proper methods of treating cattle. This in itself would be a great gain, as all the boys are great cattle and land-holders.

General Account of the Residences.

There are in all ten residences besides the college main building and the houses of the Principal and Head Master, or thirteen large buildings within the college park. The Ajmere and the Udaipur houses are the same in size and design, but with this exception the architecture of each house is different. They are all built of stone, varying from nearly white to yellowish grey in colour. This is set off by bands, screens, eaves and other ornamental devices made of stone varying in colour from light to dark red. In some houses a yellow stone is very effectively used with the red for pillars and carving. The roofs are either domed as in the Kotah house, or flat and made of stone beams. In the latter case they are very convenient for sleeping on at night. The floors are marbled, the verandahs paved. All the houses except the Jaipur and Alwar face to the west. All have sitting-rooms with the exception of the Alwar and Kotah houses. These rooms are used for dining and preparation of lessons.

The furniture inside each bed-room is very simple, consisting only of an iron bed, a bookshelf, table, chairs, large wooden chest for clothes, a lamp and a carpet. Besides these, the boys are fond of adorning their rooms with pictures, photographs, buck's heads, etc. A motamid or guardian is attached to each house, who is responsible for the behaviour of his charges. The boys can, at any time out of college hours, walk about the grounds, but they cannot go out of the park nor visit another boarding-house without permission. Throughout the night lights are kept burning in the verandahs and before the houses.

Each house has a garden surrounded by an evergreen hedge; also a staff of servants which are paid for by the State.

The following table shows the cost of each boarding-house with the amount of its accommodation; also the total contribution towards the Mayo College from each State :—

TABLE OF COST AND ACCOMMODATION.			Cost of residences, out-houses, etc.	Total contribution to the Mayo College.	Number of bed-rooms in the ten residences.	Number of sitting- and dining-rooms.	Number of students who can be accommodated.	Number of students sent by each State, 1875—1896.
			Rs.	Rs.				
1.	Ajmere	...	60,635	..	18	2	17	22
2.	Alwar	..	33,841	80,841	8	...	14	19
3.	Banswara	...		4,000	...	...	...	3
4.	Bhartpur	...	19,543	69,543	6	1	10	3
5.	Bikanir	...	36,421	86,421	8	2	14	26
6.	Bundi	...	...	13,000	...	...	...	...
7.	Dholpur	...	...	...	...	...	...	3
	Carried over	...	1,50,440	2,53,805	40	5	55	76

Table of Cost and Accommodation.		Cost of residences, out-houses, etc.	Total contribution to the Mayo College.	Number of bed-rooms in the ten residences.	Number of sitting - and dining-rooms.	Number of students who can be accommodated.	Number of students sent by each State, 1875—1896.
		Rs.	Rs.				
Brought forward	...	1,50,440	2,53,805	40	5	55	76
8. Dungarpur	..	......	700		...	...	...
9. Jaipur	.	65,999	2,01,270	10	5	9	24
10. Jaisalmir	...	. ..	......	...	...	..	4
11. Jhallawar		48,588	1,00,688	18	2	21	11
12. Jodhpur	...	48,588	1,78,188	20	2	19	46
13. Karauli	..	... .	15,000	...	...	...	2
14. Kishengarh	...	......	7,800	...	...	..	2
15. Kotah	...	73,485	1,63,985	8	...	12	22
16. Partabgarh	...	......	10,000	...	...	...	3
17. Shahpura	...	.. ..	.		...	...	4
18. Sirohi	..	. ...	3,750	...	...	...	1
19. Tonk	...	15,521	20,521	6	1	10	23
20. Udaipur	...	44,713	1,44,713	14	2	13	25
21. Other States	..	......	......	...	...	.	15
Total	...	4,47,334	11,00,420	112	17	139	258

From a pecuniary point of view, Jaipur, Jodhpur and Kotah have been the most generous supporters of the college, but as regards the number of students sent, Jodhpur, Bikanir and Udaipur stand first. The Jodhpur house has the most rooms, then come the Ajmere and Jhallawar. The Kotah house cost the most and the Tonk the least.

The ten residences cost nearly 4½ lakhs. They contain 112 bed-rooms and 17 sitting-and dining-rooms. Allowing in each house one room for the motamid, the accommodation available is for 139 students or nearly double the number at present on the college rolls. To attain this, it would be

necessary in many cases to put two boys into one room, not an advisable expedient, but one which could be easily carried out, owing to the size of the rooms.

Bundi and Dungarpur have subscribed, but have sent no boys. Dholpur, Jaisalmir and Shahpura have sent boys, but have not subscribed. Fifteen boys from States outside Rajputana have also been educated at the college without subscribing to the college funds.

It seems a pertinent question to ask whether this is quite fair on the States who have subscribed, that non-subscribers should reap as much advantage from the college as subscribers. During the first years when it was difficult to induce parents to send their sons, the college was ready to open its doors to any one of the required rank who was willing to come. But directly this stage is passed, it seems only just that those States who send boys should at the same time pay for the education they receive, either a fixed annual sum, or a contribution to the college funds proportionate to the revenue of the State and the number of boys sent.

With accommodation for 139 students and only 70 on the rolls, it will be seen that there is considerable room for extension, without building any more residences. But still it may be as well to glance at the size of the recruiting ground and thus come to some estimate of what it is possible for the college to grow to in the future. There are 19 ruling chiefs in Rajputana. The families of their immediate relations amount to over 100 in number. Besides these, in the whole of Rajputana, there are over two hundred first-class sardars of high rank and ample means, and more than three hundred sardars of the second rank. At the fewest there are at least 300 aristocratic families well able, from a pecuniary point of view, to send their boys to the Mayo College. Some have no sons to send. The children of others are not of school-going age; but to counterbalance this, many

families have two or more boys of the right age, nephews or cousins of the Chief if not his sons. On the average we may say that each family should keep one boy at the college. In this case the attendance would rise to 300. If this should ever happen, we would need two more English masters, and treble the number of our present native staff. The college main building contains two large rooms, and three of a smaller size ; these will seat at the most 150 boys. Therefore, to accommodate 300 students, double the present boarding and college accommodation would be required. The cost of all this would be great, and if the new buildings were constructed on the same magnificent scale as the present ones, the cost would be precisely the same. If however the principle of separate boarding-houses for every ten or a dozen boys was departed from, and residences in future built to accommodate fifty or a hundred pupils, a great saving in cost could be effected. Two large boarding-houses and a building auxiliary to the college would perhaps be found sufficient for the lodging and instruction of the new comers. The lowest estimate of cost could not be less than three lakhs and might easily be a great deal more.

There are several good sites remaining in the park for more residences. The best of all is the rising ground between the Jaipur house and the St. John Sagar. Another good one is the site of the old Residency behind the Udaipur house. Should H. H. the Maharana of Dholpur fulfil his oft declared intention of building a Dholpur house, this is the site that will probably be selected.

It goes without saying that a long time must elapse before 300 students are reading in the Mayo College. Changes are made slowly in the East, and boys are sent to the college more because the Political Agents wish it than because the parents are alive to the value of education. This is only natural, for not until a man has himself been educated will he

value education. Already three boys are on the rolls whose fathers studied at the college. In another 20 years the advent of the third generation may be expected. Time is on the side of the college. With every year the numbers will steadily, if slowly, increase, until the number mentioned above has been attained if not passed.

This result would be sooner brought about, if ruling princes would send their sons. It is usually only on the death of a ruling chief, and the succession of a minority, that the minor is sent by his British guardian to the college to be educated. The ruling Chiefs of Tonk, Partabgarh and Shahpura can take credit to themselves for being exceptions to the rule. But, generally speaking, as long as the father lives, the child is kept at the capital. True he is taught various subjects by private tutors, but this is merely instruction, not by any means education. How can a boy, brought up in a palace, associating chiefly with inferiors, his lightest wish granted almost before spoken, surrounded by self-seekers and flatterers to whose interest it is that he shall remain ignorant and unintelligent, how can such a youth be taught that rank is but the guinea stamp, the man is the gold for all that? Only by submitting to the strict discipline of a college where a boy's rank counts for little compared to his mental, moral and physical good qualities, can he be educated to a right comprehension of his duty to himself and his dependents. Here he will learn to rate himself at his true value, and by gaining modesty and self-respect, he will lose much of that vanity which too often accompanies high rank unsupported by true merit. If the ruling chief does not send his son to the college, it is difficult to blame the thakur for not sending his.

No chief or ruling prince can set before himself a better example as regards the education of his sons than that of the English Royal Family. In England our princes are

among the best educated men in the land. They do not live apart in palaces surrounded by coteries of flatterers and sycophants. But they are educated at schools and colleges with the sons of humbler people, among whom their reputation is made far more by intrinsic merit than by the claims of rank. After leaving college, many embrace professions to which they devote their energies for several years. They lead the active lives of English gentlemen, and ever take a keen interest in the condition of the people beneath them, with whom they freely mix, sharing their joys and sympathising with their sorrows. How much better is this than the state of proud isolation from their people which characterises a large number of our Indian aristocracy!

THE AJMERE RESIDENCE.

The Ajmere residence faces to the west and stands 200 yards north-east of the college main building. In design and general appearance it is almost the same as the Udaipur with the difference that the rooms for the students are slightly smaller and the number of bed-rooms is 18 instead of 14 as in the Udaipur house. The design was originally drawn by Mr. Gordon, but was set aside for one prepared by Mr. Joscelyne. At the back there is no courtyard joined on to the house, but instead a clear plain with the servants' houses removed to a distance of 30 yards. These consist of four blocks of quarters arranged around a courtyard which is planted thick with young trees. A platform and a stone gutter runs in front of each block. There are in all 34 quarters. To the north of the main building is a large covered bath-room 21 by 10, standing by itself, for the use of the students. The usual garden and lawn are in front, and a well behind the servants' quarters. The establishment consists of one chaukidar, two gardeners, one bhisti, one farash, two sweepers, who are all paid from college funds.

The cost was as follows:—

	Rs.	A.	P.
The residence	36,851	15	5
Out-houses	2,969	4	6
Well	736	12	7
Stabling	780	4	4
Establishment charges	19,297	0	0
Total ...	60,635	4	10

Of this, Rs. 5,462 came from private sources, and the payment was sanctioned by the Commissioner of Ajmere. The remainder, amounting to Rs. 55,173, was derived from imperial funds. This sum is, however, more an investment than a gift, as the boys who occupy the rooms pay rent according to their income. Those whose income is less than Rs. 5,000 pay Rs. 164 a year; from Rs. 5,000 to Rs. 10,000, Rs. 246; and above Rs. 10,000, Rs. 482. The Ajmere house is occupied, first by sardars from Ajmere-Merwara, and secondly by chiefs from other States who have no boarding-houses of their own. The present occupants are one from Ajmere, four from Jaisalmir, three from Banswara, two from Partabgarh, two from Lunawara and one from Gwalior.

The Alwar Residence.

The Alwar residence is built on the four sides of a courtyard 105 feet square. In the middle of each side is a large gateway 8 feet wide and 15 feet high. The arch is made of red sandstone flanked by ornamental yellow fluted pillars rising higher than the gateway. At each corner inside is a block of building containing an upper and lower room 16 by 12, and a stair-case. The lower has two bath-rooms attached; the upper is open on every side with four large doors. A

roofed balcony with yellow pillars projects on the outside, and towards the court-yard is a verandah adjoining a platform 12 feet wide, with balustrade of carved trellis work, which runs for some distance round the corners. There are altogether eight bed-rooms. At each corner of the court-yard are four servants' quarters making a total of 16. There is a garden all round the residence but no out-house. The residence looks to the four cardinal points, and is entered by the north gateway. At each corner in the upper story is a *chattri* 24 feet high, supported by eight yellow pillars and having a carved dome of the lotus pattern.

The establishment consists of 1 gardener, 2 coolies, 1 bhisti, 1 farash, and 1 sweeper, all paid by the Raj. The residence was built from designs furnished by the Alwar durbar, but suitably arranged by Mr. Joscelyne. The Executive Engineer in charge of the construction was Captain Nuthall, with Mr. Bhagat Singh as his assistant.

The cost was as follows :—

	Rs.	A.	P.
Residence	28,345	14	6
Establisment charges	3,402	0	0
Stabling	2,094	0	0
Total ...	33,841	14	6

When H. H. Mangal Singh, the late Maharaja of Alwar, joined the college, the Alwar residence was not finished, and the chief lived in one of the old Residency buildings, and as he was far ahead of the other boys in his knowledge of English, he also studied in a room separate from the others. The present Maharaja lives with his guardian Mr. Manners-Smith in a residence purchased for him from the railway, about 700 yards from the college park and on the other side of the line. When the late Maharaja left the college he

presented to it a gift of Rs. 12,000, which has been spent in the erection of the Alwar gateway. This is placed 700 yards from the college on the main approach running west towards Taragarh. It is 24 feet high. The roof is flat, and is supported by 16 fluted pillars arranged in four groups. These rest on plinths 6 feet high. The eaves project 6 feet. The width of the road underneath is 13 feet. The building material employed is a dark red sandstone. At first the beams were made of stone, but as these were found to be not strong enough they were replaced by iron girders. The Alwar contribution to the college funds was Rs. 35,000. Adding this to the gift of Rs. 12,000, and the cost of the residence, we get the sum of Rs. 80,841 as the total Alwar contribution to the education of its young nobles.

The Bhartpur Residence.

The Bhartpur house is 60 yards to the east of the Alwar house and on the other side of the road. As only in the past year boys have been sent from Bhartpur, this building has remained empty except when it has been occasionally occupied by boys not having boarding-houses of their own. Thus it was occupied for a year by Tikaji Balbir Singh of Faridkote, and for three or four years by the two Raj Kanwars of Shahpura. It was for long the smallest boarding-house in the college, but on the arrival of the Bhartpur sardars fresh rooms have been added, and it now affords more than twice the accommodation it did before. In the centre is the old block of building consisting of a large centre room 16 by 24 and 20 feet high, with rooms 15 by 15 opening on to it from each side. These bed-rooms have bath-rooms attached. A porch is thrown out in front, behind which is a verandah running half round the centre room, having two large godowns opening on to it. This was the extent of the old building. The additions consist of

two-storied blocks on each side, containing upper and lower rooms 15 by 18, well ventilated by four windows and three doors each. The lower have bath-rooms attached. Staircases run to the upper, which open on to a large platform, supported by the bath-rooms and servants' quarters below. The building at the back is joined to a court-yard 54 feet by 90 with kitchens and servants' quarters placed all round and entered by the north and south through gateways. Further back, is a double line of servants' quarters forming a street with paved roadway and gutter down the middle. The street contains 12 quarters and the court-yard five with six bath-rooms. The entire block of buildings is 105 feet long in front and 110 deep. There are in all six bed-rooms, but the rooms are so large that it would be easy to place two boys in each room, and thus raise the number which could be accommodated to ten, leaving one room for the motamid. The establishment consists of one chaukidar, one chaudri, one gardener, two bhistis, one farash and one sweeper, all paid by the Raj.

The old building was designed and built by Captain Nuthall with two Assistant Engineers, Messrs. Joscelyne and Bhagat Singh, and cost, with establishment charges, Rs. 7,393-6-4. The additions were made by Fazl Mahomed, under the superintendence of Colonel Loch. They cost Rs. 12,150-4-8.

The total comes to Rs. 19,543-10. The Bhartpur contribution to the endowment fund was Rs. 50,000 ; thus the total contribution amounts to Rs. 69,543.

The Bikanir Residence.

The Bikanir residence is the only three-storied one in the park, and at the same time it is the highest, rising in the centre to 60 feet from the ground. It faces to the west, and is situated 80 yards behind the Jodhpur house. The frontage is 102 feet. In the centre a small porch is thrown

out, carrying for its roof a trellised balcony. Behind this a verandah runs half round a large centre room 24 by 16 and 20 feet high, with five doors opening on all sides and two arches supporting the ceiling. Two rooms 13 by 13 open on to this as well as on to the verandah. Each has a bath-room, with a small porch over the back entrance. Two godowns open on to the verandah at the ends, where stairs ascend to the upper story. So far the arrangement is the same as in the Bhartpur and Tonk houses. At the ends are two-storied blocks containing a room above and below 13 by 16 and 15 feet high, each with a bath-room and ventilated by five windows and three doors. These blocks are connected with the centre by a covered verandah. The second story contains only the end rooms and two curiously shaped godowns over the centre room, with a covered verandah in front 8 feet by 34, supported by five ornamental arches, and looking on to the balcony over the porch. In the third story there is another long centre room similar to the one below, with four windows and four doors opening on all sides. On to this open rooms the same as on the ground floor, and in front is a covered verandah the same as in the second story. In fact, the third story is a replica of the ground floor. On the sides stairs rise to the roof, which is flat, and at the back a narrow red stone balcony runs round the centre and two side rooms. There are altogether eight large bed-rooms which are quite capable of housing two boys each.

The original residence was a small one very similar in arrangement and outward appearance to the Tonk house. It was designed by Mr. Joscelyne and built at a cost of Rs. 8,415 by the officers who constructed the Jodhpur residence. When it was decided that H. H. Ganga Sing the present Maharaja of Bikanir should be educated at the college, considerable additions were carried out by the college architect, Fazl Mahomed, under the superintendence of Colonel

Loch, the Principal. These additions cost over Rs. 27,000 and have added greatly to the size and beauty of the edifice. It is now one of the largest and finest in the park. Its distinguishing feature besides its height is the whiteness of the stone with which it is built and the fine display of carved red sandstone screen work used in filling up the arches of the verandah and the openings of the stair-cases.

A court-yard 84 feet by 57 is attached to the back of the house ; there are gateways in the centre, north and south ; 13 rooms, comprising kitchens, godowns and quarters, surround this court. Further back is a street of six servants' houses and six kitchens, with a paved roadway and a gutter down the centre. To the north a wing projects, containing three kitchens, and one servant's house ; close by is a well.

In front of the residence is a large lawn surrounded by a hedge, which also runs round three sides of the house and court-yard.

The establishment comprises, one chaukidar, one farash, one chaudri, one mali, two bhistis and one sweeper, all paid by the Raj.

The cost was as follows :—

	Rs.	A.	P.
Residence	35,479	8	11
Out-houses	941	10	10
Total ...	36,421	3	9
Contribution to endowment fund	50,000	0	0
Total Bikanir contribution to the college	86,421	3	9

The Jaipur Residence.

The Jaipur residence stands in a commanding position on a slight eminence 550 yards due south of the college main building. It faces north-east towards the Madar Hill, and

in many respects occupies the best site in the park. It is a large oblong building 100 feet long by 50 broad and 35 feet high. In the centre is a large dome of white marble rising 20 feet from the roof, and supported by a screen pierced with numerous windows to light the room below. There are two stories, and at each end there is a double stair-case giving access to the upper story, where alone is there accommodation for students. Five large rooms 16 by 16 run down the middle of this upper story. The centre room lighted by the dome is very lofty; the others are 14 feet high. On the south wall of this room is the marble tablet erected to the memory of the late Kanwar Pirthi Sing. Bed-rooms, five on each side, ten in all, open on to the centre rooms. These are 16 by 9, and each has a window with a balcony, a bath-room and a winding stair-case leading to the ground floor. The accommodation is thus for nine students and a motamid, every pair of bed-rooms sharing a common sitting and dining-room. The roof is flat and accessible by two stair-cases. On the ground floor are 14 rooms 15 by 6 used as godowns.

The building was designed by Dr. DeFabeck and built by the Jaipur durbar officials. It is constructed of the yellowish grey stone which enters largely into the construction of every building in Ajmere. Bands of red sand-stone run horizontally round the building. The eaves, balconies and porches, are made of the same material. The general appearance is solid and imposing. This building, with its own immediate grounds, was treated as a distinct estate until September 1881, when the durbar at the Principal's suggestion placed it on the same footing as the other residences, thereby establishing complete uniformity in the system of management.

On the east are stables for 12 horses and a court-yard surrounded on the inner side by houses for 13 servants.

Further south are a sweeper's house and a well. In front of the building is a garden surrounded by a hedge. A gravelled terrace runs round the house. The staff of servants maintained for the up-keep of the house and grounds comprises six chaukidars or watchmen (one on duty day and night), one mali or gardener, one coolie for garden work, two bhistis or watermen, one farash, and one sweeper. They are all paid by the Jaipur Raj.

The cost was as follows :—

	Rs.	A.	P.
Residence	63,701	10	2
Out-houses	693	14	3
Cook-houses	879	4	5
Ditto for guard	141	0	0
Necessary houses	584	2	11
Total ...	65,999	15	9

Adding to this two gifts, one by the late Maharaja of Jaipur of Rs. 2,770 for scientific instruments, and one by the present Maharaja of Rs. 7,500 for the decoration of the central hall of the college, together with the lakh and a quarter subscribed to the endowment fund, we arrive at the very substantial sum of Rs. 2,01,270, which has been paid by the Jaipur durbar for the education of its young nobles.

THE JHALLAWAR RESIDENCE.

The Jhallawar residence is 100 yards south-east of the college. It is a lofty square-built building, frontage 108 feet, depth 90, and height 45. The conspicuous features are the high-roofed verandahs in the upper story, in the centre and at the four corners. These are supported by triple rows of pillars 20 feet high and form magnificent pavilions (16 by 24 feet) rather than verandahs, from which beautiful views can be obtained of the park, the city and neighbouring hills.

The building is raised on a 3-foot plinth and is built on the three sides of a court-yard 42 by 30. On the fourth side is a wall with iron folding gates. The entrance projects in front; behind this is a vestibule with small verandahs on each side. Then comes a large centre room flagged with red sandstone, 19 by 15, and height 20 feet. Behind this is the courtyard, on either side of which is a deep verandah 12 by 55 feet. Four rooms open on to this on each side. The corner rooms are 22 by 15 and have four windows and three doors. They can easily accommodate two boys each. The middle rooms are 15 by 9. All have bath-rooms attached. In the upper story, there is another large centre room similar to the one in the lower story and opening on to a large verandah in the front. Around the building are ten sets of small rooms, the corner ones opening on to the pavilions before mentioned; making in all 18 bed-rooms. The house was constructed from a design originally prepared by Captain Nuthall, and subsequently revised by Mr. Gregory. The building was carried on under the direction of Messrs. Brassington and Bhagat Singh. It was here that H. H. Maharaj Rana Zalim Singh of Jhallawar resided during his stay at the college, with his guardian Lieutenant (now Major) Rundall. The residence is covered to a considerable height with creepers and has a garden in front.

Behind, at a distance of 30 yards, is a block of two kitchens and two servants' quarters surrounded by a wall, having four tall fluted pillars at the corners and an ornamental entrance in front covered by heavy red sand-stone eaves. On the north is a fowl-house 18 by 16, now used as a wood godown. Further back is a row of 17 rooms for servants, including four rooms which are occupied by the two banias or merchants who supply the boys and their servants with bazar produce. The establishment comprises one chaukidar, one farash, one chaudri, two gardeners, one bhisti, and a man

with a pair of bullocks to raise water for the garden. There is a well on the north side.

The cost was as follows :—

	Rs.	A.	P.
Residence	36,555	5	7
Out-houses, kitchen, &c.	5,166	12	5
Approach Road	628	3	4
Cow-shed	209	0	0
Well	1,104	5	11
Establishment charges	4,925	0	0
Total ...	48,588	11	3
Contribution to endowment fund	40,000	0	0
Contribution in 1889	12,100	0	0
Total contribution to Mayo College	1,00,688	11	3

THE JODHPUR RESIDENCE.

The Jodhpur residence stands at a distance of 200 yards to the east of the Ajmere house and faces west. It is a long narrow building ornamented with a great deal of red sandstone which gives the whole edifice a reddish colour. There is a high block of two rooms in the centre, and on the ground floor two wings, each containing six rooms, look on to covered verandahs both in front and rear. These rooms are 12 by 12, and each has a bath-room attached. The verandahs are 7 feet wide supported by square yellow pillars. The plinth is 2 feet. The whole residence is 165 feet long and 35 feet deep, and in the centre 45 feet high. The centre rooms do not communicate with the wings. They are 30 by 24, and are supported by each two wide arches. The lower opens back and front on small verandahs, the roofs of which are supported each by four double square pillars. At the corners of these rooms there are alternately godowns and

stair-cases. The upper room, used as the sitting-room, has eight doors and opens on all sides, in front on to a balcony and on the other sides to two large platforms running over the boys' rooms beneath; each of them is 80 by 24 feet. In the centre of each is a pavilion of oblong shape, supported by ten round pillars 12 feet high. At the corners of the residence are four square blocks which rise as high as the centre block and resemble towers. They contain each two rooms which could be used as boys' quarters or as godowns. Each has two windows with small covered balconies. The number of bed-rooms is 20 in all. There is a garden in front, and the building on this side is covered to some height with creepers. It was built by Captain Nuthall and Messrs. Joscelyne and Bhagat Singh, from a design by Major Murray.

On the north, some way from the residence, is a large bath-room 15 by 18. The out-houses are arranged irregularly in blocks on the north-east. There are twelve kitchens and ten servants' quarters. Paved platforms run in front of them. The establishment comprises, one chaukidar, two farashes, one chaudri, one gardener, one bhisti and one sweeper.

The cost was as follows:—

	Rs.	A.	P.
Residence	35,375	0	2
Out-houses	8,065	5	11
Establishment charges	5,148	0	9
Total ...	48,588	6	10
Contribution to endowment fund ...	1,00,000	0	0
Contribution in 1889	29,600	0	0
Total spent in support of the college	1,78,188	6	10

The Kotah Residence.

The Kotah residence stands a hundred yards to the north-east of the college. The extreme length and breadth is 168 feet. It is built round a large court-yard; at each corner are two rooms one above the other, the upper one roofed by a white dome, rising with its large brass finial 30 feet from the ground. There are in all eight bed-rooms, each capable of lodging two students. These rooms are remarkably high and airy. The lower rooms are 17 by 17; each has three windows and two doors, and two bath-rooms attached, with a paved verandah on the side of the court-yard. The upper rooms are octagonal in shape, and contain four doors and windows, one on each side. A balcony sheltered by the wide projecting eaves of the dome runs round the outer sides. On the inner it joins a platform which passes entirely round the whole court-yard and is guarded on the outside by carved trellises of many patterns wrought in red stone. In the middle of each side and over the gateway is a *bára darri* (literally 12 doors) or pavilion of oblong shape, the roof rising 15 feet from the platform and supported by numerous slender pillars. Stair-cases are at the corners. The folding gates 10 feet by 8 are made of teakwood studded with brass and surmounted with iron spikes. They are beautifully carved with the lotus pattern joined by flowing lines, and are of fine, though massive, workmanship. On either side is a guard room, and on the outside the gates are flanked with *haudas* or projecting windows. The sides of the building are pierced by numerous arched windows, and are half covered with creepers. Inside a raised parapet runs all round except at the gates. The centre of the court-yard is depressed. The sides contain bath-rooms for the boys who live in the upper rooms, and 18 other rooms for godowns or servants' quarters. Outside on the north, west, and south is a garden. On the east are the servants' quarters

and kitchens, 20 yards from the residence. There are two lines of these forming a lane, and containing five large kitchens 13 by 9, and 15 smaller rooms 9 by 9. A covered verandah runs in front of the houses. There are also a sweeper's house and a well.

The establishment comprises one chaukidar, one farash, one chaudri or head gardener, two coolies, four bhistis and a sweeper, all paid by the Kotah durbar.

The main building was designed by Mr. Brassington, and built under his supervision prior to his transfer from the division. Mr. Bhagat Singh then continued the work, and on his departure it passed under the charge of Colonel Loch, the Principal, who directed its completion.

The cost was as follows :—

	Rs.	A.	P.
The residence	62,911	14	8
Stables	2,333	0	11
Approach road	308	0	0
Well	800	0	0
Establishment charges ...	7,132	15	5
Total ...	73,485	15	0
Subscription to endowment ...	70,000	0	0
Subscription in 1889 ...	20,500	0	0
Total ...	1,63,985	15	0

which represents the support afforded by Kotah to the Mayo College.

THE TONK RESIDENCE.

The Tonk residence stands 40 yards behind the Bikanir. It is the smallest in the college. The arrangement is very similar to the Bhartpur. The centre room is 26 by 17 and

20 feet high, with five doors opening on all sides. A verandah 9 by 30 feet runs in front and half down each side. The rooms on each side are 13 by 15, with bath-rooms at back and in front opening on to the centre verandah. Standing some way back and quite unconnected with the centre block except by covered verandahs are two square blocks, one at each end, with rooms above and below, four in all, 15 by 15, with two doors and three to four windows. Stair-cases at the end lead to the upper rooms. There are six bed-rooms in all, large enough to lodge two boys each. The whole frontage is 100 feet and height of end blocks 30. The usual courtyard is attached to the building at the back with gateways north and south, and 14 kitchens, servants' quarters and godowns opening on to it.

The establishment comprises one chaukidar, one chaudri, one farash, two bhistis and one sweeper, all paid by the Tonk State.

The centre block was designed and built by Captain Nuthall, with Mr. Bhagat Singh as Assistant Engineer. The two square end blocks were subsequently designed by Mr. Brassington and finished under the superintendence of Colonel Loch.

The cost was as follows :—

	Rs.	A.	P.
Residence with out-houses and establishment charges	13,641	10	3
Stables and establishment charges ...	1,880	0	7
Total ...	15,521	10	10
Contribution to the endowment fund ...	5,000	0	0
Total Tonk contribution to the Mayo College	20,521	10	10

The Udaipur Residence.

The Udaipur residence stands facing west, 80 yards south of the Jhallawar house. It was designed by Mr. Joscelyne, who also built it with the aid of Captain Nuthall and Mr. Bhagat Singh. It is double storied. In the centre are two large rooms one above the other 24 by 16. The lower is used as a dining-room and is 14 feet high; the upper rising to a height of 24 feet is used as a common reading-room. Two wings run out north and south from these centre rooms, terminated by projecting blocks which contain godowns and stair-cases. Three bed-rooms, 11 by 12 and 14 feet high, are on each side of the centre rooms, six on the ground floor, six on the upper. These bed-rooms are side by side and in a line with the centre rooms. Each has a window, a ventilator, and a bath-room 8 by 7. In front of these two long rows of rooms are two verandahs, one above the other, 9 feet wide, protected by cloth screens striped with red. In the centre front a block is thrown forward containing two additional bed-rooms 12 by 12 and a stair-case. In front of this again is a porch with pillars. The total number of bed-rooms is 14. The building is 135 feet long, 36 feet wide, and 40 feet high. It is built of the usual yellowish grey stone and is raised on a 2-foot plinth. The appearance is light and artistic. Great variety of sky-line is secured by numerous domes, *chattris* and cupolas of different shapes.

At the back is a court-yard built with the residence as one side. It contains four shade trees, and is surrounded by 16 servants' houses and a large bath-room for the boys. Outside is a well. In front are a terrace, lawn and garden encircled by the usual hedge.

The establishment consists of one chaukidar and an assistant, one gardener, one coolie, two watermen, with a pair of oxen to draw water from the well, two farashes, and one sweeper. All are paid by the Udaipur Durbar.

The cost was as follows :—

	Rs.	A.	P.
Residence	35,352	0	0
Establishment charges	4,506	6	5
Out-houses	3,088	13	6
Stables	800	0	0
Well	966	2	0
Total ...	44,713	5	11

This added to the endowment subscription of one lakh comes to Rs. 1,44,713, which is the sum total of the amount spent by Udaipur on the support of the Mayo College.

The Principal's House.

The Principal's residence is situated 500 yards due east of the college. It forms the apex of the horse-shoe on the base of which the college is built. In front an avenue of trees runs for 150 yards affording a fine view of the college main building. Colonel Loch's house was designed by Colonel Williams when Superintendent of Works, and was built by Captain Nuthall and Mr. Bhagat Singh. In the centre a porch is thrown out with four arches 9 by 16 feet and a carriage drive passing underneath. The building is 120 feet by 60, and rests on a 4-foot plinth. In front a long covered verandah runs nearly the whole length of the building. The house contains a hall, drawing-room, dining-room, billiard room, now used as an office, and four suites of bed-rooms, dressing rooms and bath-rooms. The fourth is on the upper floor and is reached by a flight of steps descending to the hall. Behind the house is a tennis court, and further back stables and servants' quarters. On the south are a large lawn and garden.

The cost was as follows :—

		Rs.	A.	P.
Residence with out-houses ...	...	28,909	15	9
Fire-places supplied by Colonel Loch	...	102	14	11
Total	...	29,012	14	8

The Head Master's House.

The Head Master's house stands 400 yards to the south of the college, and is bordered on two sides by the cricket and hockey grounds. It faces west, frontage 72 feet and depth the same. The plinth is 2 feet, and there are verandahs in front and at the back. The accommodation comprises a dining-room, a drawing-room and two bed-rooms with bath- and dressing-rooms, also a godown and servants' room. The out-houses are in two blocks to the south, comprising one kitchen, six servants' quarters, three stalls, and a fowl-house. The building was designed by Mr. Joscelyne who, with Mr. Bhagat Singh, superintended the construction. Within the past few years additions have been made of two small rooms and a verandah. Sanction, moreover, has been obtained from the Agent Governor-General to add an office room in the north-west corner.

The cost was as follows :—

		Rs.	A.	P.
Residence	... ...	10,152	11	6
Out-houses	... ...	1,838	0	0
Total	...	11,990	11	6

The Temple.

The college temple stands 200 yards south of the Jaipur boarding-house, outside the college park and on the road towards Nasirabad. It is 144 feet long by 72 wide, and is built round a court-yard with towers at the corners. Its cost was defrayed by a donation of Rs. 5,000 from Mahant

Dewa Das of Ajmere, and subscriptions to the amount of Rs. 4,191 from the boys of the college. Mahant Dewa Das also expended a further sum of Rs. 3,000 in the purchase of the images of the deities with their dresses and jewellery, and on the cost of the Pratishta ceremony. The temple was consecrated on February 20th, 1893. There are two priests in attendance: one is the Mahant or high priest; the other is a *pujari* or ordinary priest. Both of course are Brahmans, and the former is acquainted with Sanskrit. The images in the temple are those of Rama, Sita, Lakshman, Siva, Parbati, Ganesh and Nandi. The space around the images is sacred to the priests, and on this holy ground the boys are not allowed to intrude. The prayers are all in Sanskrit, and the few boys who know their Sanskrit prayers say them in front of the images. But, as a rule, the prayers are all said by the priests, and the boys when attending the temple confine themselves to reading the Ramayana in Hindi. By the college rules the boys can attend the temple every evening after their games. This attendance is entirely optional; on festival days the boys make offerings to the different deities of from one to five rupees. The offerings are a perquisite of the priests who also receive a fixed stipend from the college, defrayed by the one rupee subscription which each boy makes out of his pocket money.

THE DISPENSARY.

A hundred yards to the north of the college is a row of six rooms, one of which is the college dispensary, and the others are occupied by the hospital assistant, Brindaban, and the college architect, Fazl Mahomed. The rooms are 11 by 11, on a 2-foot plinth, with a covered verandah in front and at the back a court-yard divided into two by a wall, and containing a couple of kitchens. The whole frontage is 72 and the depth including the court-yard 30. The cost was Rs. 5,330-1-10.

The Guard House.

The guard house is two hundred yards west of the college placed at the junction of four roads. It contains two rooms, a verandah in front and a small court behind. The cost was Rs. 1,935-6-7. The guard is lent from the Ajmere Police. It consists of one head constable at Rs. 10 a month, and three foot constables at Rs. 7 each. The pension contribution and clothing allowance come to Rs. 6-14. Total cost of guard, Rs. 37-14 a month.

There is a necessary house close to the college, at the south-east corner. The cost was Rs. 1,541-14.

The Stables.

The stables stand about 100 yards to the south-east of the Principal's house, on the eastern edge of the park and abutting the riding ground. They are built in a long street about 300 yards long and 36 feet wide, running north-east and south-west, with the stalls on the west and the syces' houses and carriage stalls on the east. In the middle the street breaks and bends back at an angle. Here stands the house of Honorary Jemadar Khizar Khan, the riding master—a small house with a court-yard attached. There are in all eight blocks of stalls, divided in the centre by a wall and with stalls on both sides, and one block of stalls in single line. Two of the former are built of stone on a raised plinth with high arches opening on all sides. The rest are made of plastered mud walls with thatched roofs. The size of the stalls is 12 feet by 9; a few are loose boxes, but the majority require the horses to be tied in the native fashion with head and heel ropes. The syces' houses stand opposite the stalls of their houses, so that the men may be at hand in case of need. They are all built of stone with plastered walls, as are the coach-houses which are on the same side. These latter are 18 feet by 9, and 14 feet high. The syces' houses are built

in small blocks of three, six or eight houses, each state generally having its own block. In all there are 55 syces' quarters, 139 stalls for horses, and six coach-houses. They are divided as follows :—

	Syces' quarters.	Stalls.	Coach-houses.
Kotah	9	53	2
Udaipur	4	8	...
Jodhpur	8	20	2
Jhallawar	7	8	1
Bikanir	10	8	1
Bhartpur	3	6	...
Alwar	...	8	...
Ajmere	8	16	...
Tonk	6	12	...
Total ...	55	139	6

Adding to these the 12 stalls belonging to Jaipur which are built close to the Jaipur residence, we get 151 as the total amount of horse accommodation for the college.

Thus, if the boarding-houses held their full complement of boys, there would still be enough stalls to accommodate a pony for each boy. Generally, however, in the above stalls there are seldom more than 50 ponies, for a large number of boys do not bring horses with them to the college. As a penalty for not doing so, they have to attend college half an hour earlier than the others.

The water for the stables is all obtained from the well which supplies the Principal's garden and the swimming bath.

THE SWIMMING BATH.

The swimming bath is one hundred yards to the southwest of the Principal's house. It is 42 feet long by 18 wide, and the floor shelves from 3 feet to a depth of 6 feet 6 inches. Around this is a stone platform 8 feet wide, and the

bath is screened from public view by a 5-foot hedge which surrounds thė whole. On one side is a cutting to allow the water to flow out by its own weight ; on the other is the well which supplies the water. This well also supplies the water for the stables and the Principal's garden ; and as a swimming bath takes a vast amount of water, the result is that the bath is not used sometimes from year's end to year's end simply for want of water. When the rains are plentiful, and the wells full, then and then only can the boys enjoy the luxury of a swim. This state of things it is hoped will ere long be put right by the scheme which the Principal has laid before the Government to connect the college park with the water of the Foy Sagar. This undoubtedly would have been done long ago had it been a matter of certainty that the Foy Sagar itself would not dry up. It has now, however, existed for three years, and the supply has not yet failed. Hence we may hope that the time has arrived when the college will share with the rest of Ajmere the advantage of a permanent water-supply.

If the bath is full all the year round there is no doubt the boys would avail themselves of the opportunity for a swim nearly every day. In that case a competent instructor could be appointed, the boys might be put through a regular course of instruction in swimming and diving, and an annual swimming contest be held with prizes for the different feats. Swimming stands alone as the only exercise which, while employing every muscle of the body, at the same time cleanses the skin and promotes the circulation of the blood, and it is a pity that want of water should deprive the college boys of the luxury.

If a number were proficient in swimming, a further step might be taken and a college boat club started on the Ana Sagar. The Rajputs are not an aquatic race like the English, but still they enjoy boating at their own homes whenever a river or lake gives them the opportunity. Both rowing

and sailing develop the intellect, bring out a boy's pluck and endurance, and enlarge the muscles of the back, arms, chest, loins and legs. There are few things more exhilarating than a boat race, and for races to be possible, two large rowing boats at least would be required to enable matches to be got up house against house, class *versus* class. If sufficient money were forthcoming, smaller boats, canoes and sailing boats could be purchased. They would all carry life buoys, only good swimmers would be allowed to boat, and in all cases a responsible person such as a master would be in charge of the crew. Thus the element of danger—greater in India than in England owing to the presence of weeds and crocodiles—could be almost entirely eliminated.

When the present swimming bath is in use, Hindus and Mahomedans have religious objections to bathing together. They bathe at different times, and six inches of fresh water are put in after the first batch have had their swim. On no account are their followers allowed to use the bath. The bath was paid for out of college funds and cost Rs. 836.

Cricket and Hockey Grounds.

The cricket ground is immediately behind the Head Master's house. On the north it is bordered by the road ; on the west by the vegetable garden. It is of irregular shape, running about 100 yards long and 90 wide. In the south-west corner is the pavilion facing towards the Madar Hill. This is 40 feet long and is roofed with corrugated iron. The seats are arranged in three tiers. The ground is a confined one, and there are more than 20 trees actually within the boundaries. Close to the pavilion is the cricket godown where the kit is kept. North of this the tent is pitched for visitors on the occasion of great matches.

On the other side of the road between it and the Udaipur house is a small hockey ground which, however, is utilised

chiefly as a cricket ground for the first division. In the centre is laid down a metalled piece of ground to hold the mat.

West of this is the larger hockey ground where hockey and rounders are played. In the centre of this is another metalled pitch where the third division boys play cricket. In the larger ground the distance between the goals is 120 yards, in the smaller 80 yards.

The Racket Court, etc.

The racket court is 300 yards to the south of the Alwar house on the further side of the riding ground. It is built of stone and runs north-west and south-east. The outside length is 69 feet and width 33. On the west are two small retiring rooms and steps leading to the spectators' platform. The walls and floor inside are plastered and painted black. The facing has been twice renewed, but it is still very slow, and as a result very little use is made of the court. Two years ago the gentlemen of the station came up twice a week to play, but now that they have built their own court close to the club, the college court sees them no more. What is required is refacing with stone so as to make the walls true and fast. Until this is done, the game will not be popular with the boys.

On the north side, and built against the racket court, is a fives court in good repair with a platform 24 feet by 30 with projecting side walls at the wings. This game is also very rarely played by the boys.

	Rs.	A.	P.
The cost of the racket and fives courts was ...	3,462	14	4
Facing racket court	782	5	4
Total ...	4,245	3	8

Adjoining the fives court, and also built against the racket court, are the butts—two in number—moving on iron rails,

and worked from shelters on either hand which contain the signalling apparatus and the markers. The range runs towards the Alwar house. The elder boys shoot in divisions twice a week, under the personal superintendence of Colonel Loch, the Principal. At present they have not shot beyond 100 yards, but the range will allow of their shooting up to 300 yards. The weapon used is a miniature Martini rifle, a very light and accurate instrument. The boys are very keen on shooting, and some are fair marksmen.

Built against the west side of the racket court is another butt, with switch back rails to carry a running tiger or deer. This has only just been finished, and will not be used till the next term. It will undoubtedly be very popular, as at their homes all the boys have weapons of their own, and many of them are exceedingly fond of shooting game for which the running mark will give them excellent practice. The total cost of butts, targets, etc., was Rs. 423-8.

Twenty yards to the north-west of the racket court is the covered play-shed 60 feet by 50 and 24 feet high, with arched doorways at the ends and open on the sides. The roof is supported on four rows of pillars, slopes from the centre to the sides and is made of thatch. According to Colonel Sir Oliver St. John's first report on the college, the boys who joined then were "apparently more fearful of exposure to the sun than Englishmen, and would not play in the open air save in the early morning and late in the evening." This sentence by itself shews the very great need that existed for a college like the Mayo where boys who entered soft, weak, and pampered, could be turned out hardy, active young men. The play-shed was, therefore, built to enable the boys to play in the shade and so prevent their suffering unduly from the injurious effects of the sun. In a short time, however, the boys preferred to play in the open air, and the shed was very little used till two years ago when it was set up as

a gymnasium, and the boys first began to receive instruction in gymnastics under competent instructors. As a proof of the great change that has taken place between the present and the past, the boys now on the rolls play cricket all day long in March, September and October, with the thermometer at 100° in the shade and anything up to 130° in the sun, and seem to become only stronger and healthier by the exercise.

The shed at present contains three parallel bars of different sizes, a horizontal bar, a spring board and vaulting horse, and an arch of leaning and upright ladders. Part of this apparatus belongs to Alwar and was kindly lent by H. H. the Maharaja. The cost of building the shed was Rs. 3,469-11-6. Outside is a small piece of ground prepared for high and long jumping.

The riding ground lies between the Alwar house, the stables and the racket court. Jumps of thorn bushes about four feet high are put up round this, and the boys are taught to go over them singly and two abreast. Down the centre are four tracks laid for tent-pegging to allow of the riders taking the pegs four abreast. Lime-cutting and tilting at the ring are also practised here. Practice goes on during the year, but more especially in March and April before the annual inspection, when the boys compete for the riding prizes.

If it were ever found advisable to have a special polo ground for the college, this is one of the sites that might be chosen. The ground would be 300 by 400 yards—not full size but sufficient for ordinary practice games. The disadvantage of this site would be that the road from the Head Master's house to the Principal's would have to be taken up for a great part of its length, and also that the ground is already occupied, to some extent, by the rifle range. Still it would be a cheap site, and very convenient owing to its proximity to the stables. The only other site in the college park is to the left of the road leading to the Alwar gate.

Here there is room enough for a full-sized ground, but fresh land would have to be bought, and a great deal of levelling would be required. At present polo is played on the Merwara parade ground which is two miles from the college, very sandy and heavy, and required constantly during the week for military purposes. To learn polo properly, a boy requires a ground close at hand where he can practise every day and any time during the day when he has a spare hour; and as long as there is no ground available except the Merwara parade ground, polo will continue to be a game played only by a small band of enthusiasts.

At the west end of the riding ground are three tennis courts where the boys can play any time during the year. As a rule, however, cricket has stronger attractions, and tennis is resorted to chiefly in March and April when the great heat lessens the joys of the more manly game.

To the south of the riding ground and racket court is the vegetable garden which used to belong to the Residency in old times. It is about a hundred yards square and thickly planted with trees. The mould is very rich and highly manured. In the centre is a large well and some houses for the gardeners. In the south-east corner are some more servants' quarters, a lime kiln and the college carpenter's shop. During the season the garden produce is made up into *dalis* and sold to the boys and residents of Ajmere, by which an income is made of nearly a thousand rupees a year. The garden competes at the Annual Flower Show in the Daulat Bagh, and every year the college gains many prizes for its flowers and vegetables.

CHAPTER III.

College Finances.

The college property has been derived from five different sources as follows :—

		Rs.
1.	Imperial outlay	5,69,114
2.	Contributions from the states ...	11,00,420
3	Expenditure from college funds ...	51,935
4.	Gifts	31,967
5.	Improvements to Government buildings from private sources	5,565
	Grand Total ...	17,59,001

Details of No. 2 will be found on pages 31 and 32. Details of the other sources are given below.

Imperial Outlay.	Rs.
Compensation for land at Rs. 74 an acre ...	5,670
Park roads and boundary walls ...	14,730
Gates and pillars, north entrance ...	429
Bridge over Bisla Channel	3,107
Planting trees	2,677
Cost of silver trowel	150
Well near Principal's house	634
Well between Jodhpur and Tonk residencies	649
Opening quarries at Kalianpura ...	287
Demarcating boundaries of Avenue Road and survey of Mayo College land ...	145
Carried over ...	28,478

	Rs.
Brought forward ...	28,478
Principal's house*	28,910
Head Master's house	11,990
Mayo College main building ...	3,81,696
Establishment charges	54,060
Ajmere residence*	55,173
Quarters for dispensary and native doctor, etc.	5,330
Police guard-room	1,935
Necessary house	1,542
Total ...	5,69,114

	Expenditure from College Funds.	Rs.	A.	P.
	Racket and fives courts	4,245	3	8
	Covered play-shed	3,469	11	6
	Swimming bath	836	0	0
	Billiard table	1,995	15	0
	Gymnastic paraphernalia	1,054	0	0
	Wire fencing	4,209	14	3
	Stone pillars	299	4	0
	South gate	397	4	0
	West gate	110	8	0
	New land	1,985	1	3
Value of the original estate.	Large Residency bungalow ...	10,380	0	0
	South small bungalow	5,545	0	0
	Office bungalow	1,887	0	0
	North bungalow	3,923	0	0
	Out-houses	2,768	0	0
	Well near large Residency bungalow ...	1,000	0	0
	Well in Residency garden ...	1,500	0	0
	Old Residency grounds, 87 acres ...	6,330	0	0
	Total ...	51,935	13	8

* Exclusive of Rs. 103 and Rs. 5,462-4-10 paid from private sources for improvements.

Gifts.

	Rs.	A.	P.
Nawab Mardan Ali Khan for clock ...	3,500	0	0
Rao of Junia for north gate ...	1,500	0	0
Rao of Masuda	600	0	0
British and Native subjects in Rajputana. Lord Mayo's Statue ...	14,488	13	3
Cash invested in land ...	11,878	15	5
Total ..	31,967	12	8

The very generous gifts of Rs. 12,000 by H. H. the late Maharaja of Alwar, Rs. 7,500 by H. H. the Maharaja of Jaipur, and Rs. 2,770 by H. H. the late Maharaja of Jaipur have been included in the contributions from their states.

Improvements from private sources.

	Rs.
Sanctioned by the Commissioner of Ajmere ...	5,462
Paid by Colonel Loch, Principal ...	103
Total ...	5,565

The following tables give a résumé of the college income and expenditure for twenty years, from 1875 to 1895. They show a steady and continued improvement in the finances of the college, which have never been in as flourishing a condition as during the last year under survey. The endowment and accumulated funds have risen from Rs. 5,70,419 to Rs. 7,05,200, exclusive of Rs. 51,935 spent from college funds on land, racket court, play-shed, etc., and Rs. 40,641 in purchasing promissory notes. The interest thereon has risen from Rs. 17,834 to Rs. 31,656. The total receipts have risen from Rs. 17,834 to Rs. 43,765. The cash-balance at the end

of 1894 was Rs. 31,445. In 1894-95 promissory notes to the value of Rs. 27,500 were purchased, and still there was a cash-balance of Rs. 10,214 in the bank.

In 1881-82 the book, play and medical subscription of Rs. 50 per annum from each boy was started, which accounts for an income of over Rs. 3,000 a year. In 1888-89 the states were invited to make a further contribution to the college funds. Six states preferred to contribute capital sums to be invested :—

STATE.	Contribution.	Income derived.		
	Rs.	Rs.	A.	P.
Jodhpur	29,600	1,187	13	9
Bundi	3,000	118	12	6
Kotah	20,500	831	8	0
Kishengarh	1,800	71	4	3
Jhallawar	12,100	475	2	3
Dungarpur	700	29	11	2
Total ...	67,700	2,714	3	11

The following ten preferred to make an annual payment :—

	Rs.	A.	P.
Udaipur	1,187	13	9
Jaipur	1,484	13	3
Bikanir	593	15	0
Bhartpur	593	15	0
Karauli	178	3	0
Alwar	415	12	0
Tonk	59	6	3
Sirohi	59	6	3
Partabgarh	118	12	6
Jaisalmir	29	11	1
Total ...	4,721	12	1

The gain in income from this further contribution was Rs. 7,436. This was spent in an annual grant of Rs. 3,000 to the Principal, and in increasing the salaries of the native staff about 35 per cent. on an average.

The third year which shows a remarkable increase in income is 1894-95. Rs. 5,277 is owing to anticipated interest and commission allowed on the conversion of the Government 4 per cent. loan to 3½ ; and Rs. 1,150 to drawing class fees.

As regards expenditure in 1881-82 there would have been a large increase owing to the entertainment of drill masters, conservancy, garden, book, play, and medical establishment, and cost of book, play and medical charges. This increase, however, did not become apparent till the subsequent year, owing to a saving made on the Head Mastership which was vacant for some months on the resignation of Mr. Alexander. Considerable savings for the same reason were effected in 1885-86 and 1887-88 owing to the departure of Messrs. Johnstone and Blathwayt.

In 1884-85 the rise in expenditure was caused by a gratuity of Rs. 5,000 given to Mr. Carter, the Second Master, on his resignation after nine years' service.

The reason for the rise from 1888 to 1890 has been already mentioned.

There was a further rise in 1894-95 chiefly owing to the compensation allowances awarded to the Principal and the Head Master and the drawing class fees given to the latter.

The smaller items require little comment. For three years Mr. Alexander, as Head Master, enjoyed a personal allowance of Rs. 100 a month. The amount paid to the masters and teachers has steadily increased, as a larger and more efficient staff was employed. The conservancy and garden establishment earn Rs. 1,500 a year, and thus materially lessen the burden of their support. The allowance for drawing, and the

cost of the book, play, and medical establishment and stores, are covered by the drawing class fees and the subscriptions of the boys.

The college paid towards Mr. Johnstone's pension fund during the time he was Head Master, and hence the large amount under that heading from 1882 to 1885.

The other pension charges are paid on behalf of the Head Pandit and the Head Moulvi, who are the only pensioned members of the staff with the exception of the Principal.

The Establishment.

The following is a list of the college establishment, exclusive of the Principal, with their salaries. Including the Principal there are 16 on the staff. The servants number 53, making a total of 69 :—

Mayo College Establishment.	Designation.	Monthly Salary.
		Rs.
Mr. H Sherring	Head Master ...	500
	Allowance for teaching drawing	100
	Exchange compensation allowance ...	66
Lala Sangam Lal... ...	Second English Master...	150
Pandit Gauri Shankar ...	Third do. do. ..	100
Pandit Pitamber... ...	Fourth do. do. ...	80
Lala Har Bux	Fifth do. do ...	60
Babu Anant Ram Sur ...	Sixth do. do ...	50
Pandit Sheo Narain ...	Head Hindi teacher ...	100
Lala Banshi Dhar ...	Second do. ...	50
Munshi Habibul Rahman ...	Head Urdu teacher ...	100
Lala Bhawani Sahai ...	Second do. ...	50
Honorary Jemadar Khizar Khan	Riding Master ...	50
Munshi Lakshmi Narain	Head Clerk and Accountant	80
Messrs. Radha Kishen Gobin Das	Cashiers	20
Lala Rikhi Kesh ...	Librarian	30
B. Brindaban Chunder Sur ..	Hospital Assistant	35
	Local allowance ...	25
		1,646
	1 Gymnastic Instructor	20
	1 Ditto do. ...	10
	1 Billiard-marker ...	8
	1 Racket-marker ...	7
	1 Lawn-tennis coolie ...	5
	1 Hospital dresser ...	6
	1 Daftri	15
	Carried over ...	71

Mayo College Establishment.	Designation.	Monthly Salary.
		Rs.
	Brought forward ...	71
	4 Chaprasis at Rs. 7 ...	28
	2 Farashes at Rs. 7 and 6	13
	3 Chowkidars at Rs. 6 ...	18
	3 Gate-keepers at Rs. 6 ..	18
	1 Watch-maker ...	3
	1 Water bearer ...	1
	1 Garden daroga ...	15
	1 Carpenter	15
	1 Pakhal bhisti ...	12
	9 Bhistis at Rs. 6 ..	54
	2 Gardeners at Rs. 8 and 6	14
	8 Garden coolies at Rs. 5	40
	4 Conservancy coolies at Rs. 5	20
	6 Sweepers at Rs. 5 ...	30
	Total ...	1,998

The Expenses of the Students.

The expenses of a Mayo College boy depend upon his standard of living, and the number of his servants and horses. Some boys have only one servant, others two or three, and the ruling chiefs 20 or 30. Perhaps three is the average for the ordinary thakur. When the Maharao of Kotah first joined the college, he came with a retinue of 200 followers for whose accommodation a special village had to be built. Some boys again keep no horses, others only one, others two or three, and a ruling chief like Alwar will have some 20 polo ponies and three or four carriage horses.

If a boy has only one servant he will be of the caste *nai* (barber) or *daroga*, and his chief duty will be to cook for his master. If he has two or more, one will be a Rajput, who will be the head servant, and will take care of his master's money and valuables. This man is sometimes a distant poor relation, in which case he will sit down and eat with his master. At

night he sleeps outside his master's door. In fact he is a kind of faithful henchman and trusty guardian, rolled into one. The other servants will be a *nai* and a *daroga*. The latter cooks, and the *nai* does the cleaning up. All three men are the hereditary retainers of the young chief. They and their ancestors have served him and his ancestors for untold generations. They receive no money wages, but each owns a piece of land on the estate, where his family lives. Consequently dismissal of a servant, or cutting his pay is out of the question. The most that can be done in the way of censure is to send him back to his village, not a very dreadful punishment, seeing that this simply means sending him back to the arms of his wife and children, from whom he is exiled as long as he is in attendance on his master at the college. As a result the service performed by the boy's servants is not of a very high class. An Englishman will get three times more work out of his servant than a thakur will. On the other hand there is a much more kindly feeling existing between the thakur and his servant. The latter besides being a servant is also a friend and companion, and his loyalty to his chief is unquestionable.

When in attendance on their master, the servants receive their food free, as much as they like to eat, and of precisely the same quality as that furnished to the chief. The *daroga* cooks a certain amount for the whole party ; the chief eats first, and the rest goes to the servants. Their clothing is also provided free, generally a warm suit every year in winter, and two or three light suits in the summer, a blanket or *resai* once every two or three years. Each boy has one room provided for his servants in which they sleep and keep their possessions.

The chief keeps an account with the *bania* attached to his boarding-house. From him he buys his supplies, and the servants their tobacco, and payment is made monthly. As a

rule, the accounts are kept and payments made by the Rajput servant who has care of the purse. The money is sent monthly from the estate sometimes direct to the boy but generally to his *motamid*, who makes it over to the Rajput servant. The average amount sent to a boy who is not a great chief is from Rs. 100 to Rs. 150 per month. On this he supports himself, his two or three servants, his one or two ponies, his groom or grooms, and besides pays all subscriptions to cricket, shooting, amusements, temple, drawing, etc.

The details of his monthly expenses are somewhat as follows :—

	Rs.	A.	P.
The *bania's* bill for general supplies—such as flour, ghi, spices, gram, rice, sugar, ghur, &c.	40	0	0
Meat, generally goat's flesh, and eaten once a day, though some boys eat meat twice or thrice a day	3	0	0
Milk and curds	2	0	0
Tobacco for servants	2	0	0
Grass for two horses	11	0	0
Gram for two horses	9	0	0
Clothes for one boy and three servants ..	30	0	0
Drawing	10	0	0
Cricket	2	0	0
Book, play, and medical fund subscription	4	0	0
Temple subscription	1	0	0
Target practice	1	0	0
Amusements	2	0	0
Total ...	117	0	0

From the above it will be seen that Rs. 20 are paid in subscriptions, and this only by boys who learn drawing. As the

drawing class is limited to ten, by far the greater numbers of the boys pay only Rs. 10 over and above what they spend on themselves and their servants, and which they must spend whether they attend the college or not, the only difference of expense being that prices in Ajmere are somewhat higher than in the villages. This cannot be called an excessive charge. In fact the thakur pays practically nothing for his education.

On the score of expense the thakur can have no ground for grumbling. In many cases the boys bring grooms from their villages, in which case, like the other servants, they get no pay at all. The drawing subscription is entirely optional. The shooting subscription covers the cost of cartridges fired at the target on the rifle range. The two rupees for amusements is not paid monthly; but when a travelling circus or entertainment of a kindred kind visits Ajmere, Colonel Loch usually arranges for a special performance for the masters, the boys, and their servants. This may cost anything from Rs. 100 to Rs. 200—not a high charge, seeing that the performance is viewed by 70 boys and some 200 servants. To this the boys subscribe in proportion to their means. The event occurs only four or five times a year at the most, and two rupees a month is well over the average monthly cost to the boy. The temple subscription goes to the support of the priests at the college temple.

All the principal chiefs, like Alwar, Jaisalmir, Bhartpur and Lunawada, have guardians and tutors resident with them. The thakurs do not each have a resident tutor, but some six or eight of them have private tutors—sometimes the teachers at the college or the motamids, occasionally men from the city—who come to them for an hour or two every evening and help them to learn their lessons. These private tutors are not at all a necessity. The boy, if he wishes to work, can learn his lessons very nearly as well without them. On the

other hand, if the boy is otherwise inclined, a tutor can insist on his learning and see that he does learn. The appointment of these private tutors rests with Colonel Loch, the Principal. Their pay averages from Rs. 20 to 40 a month, according to the qualifications of the tutor and the means of the pupil, and comes from the boy's estate and not from his monthly pocket-money.

In this connection it will surprise the parents of some of our young chiefs to learn what is spent on the education of his children by a man of ordinary means in England. With a salary of £500 to £1,000 a year, many a father spends 25 per cent. of his income on such education, and the average spent in this way among the upper middle classes is certainly not under 10 per cent. The cost of an English boy at a public school is from £100 to £150 a year, exclusive of his clothes and of his board and lodging during the holidays. His expenses at a college at either of the great Universities are nothing under £300 a year. Comparing this with India, and omitting the ruling chiefs whose incomes run up to thirty lakhs a year, the income of a thakur or feudal baron ranges from Rs. 5,000 to Rs. 1,00,000 a year. The average is about Rs. 25,000 or more than Rs. 2,000 a month. Taking Rs. 120 as the entire cost of a boy at the Mayo College, this comes to 4 per cent. of the average father's income. But of this Rs. 120, one hundred, as above pointed out, must be spent by the family whether the boy enters the Mayo College or not. This leaves Rs. 20 a month or Rs. 240 a year, that is not quite one per cent. of the paternal income, paid for the privilege of being educated at the college ; and if the boy does not learn drawing this percentage is halved. Sixty out of 70 boys pay only this half per cent.

Of course a thakur's income is not so much net profit, with which he can do whatever he likes. He is in honour bound to support a large number of relatives, retainers, priests and

others, and the births, deaths and marriages which occur in his family are heavy items of expenditure. But proportionately to his income, he can save more than the ruling chief, who must support the whole machinery of government out of his revenue, an army, justiciary and public works department, &c., none of which are a necessary charge upon the thakur. The chiefs and their people in the country towns and villages live in a very simple manner, and the cost of living is very cheap. With ordinary care, and the avoidance of excessive extravagance and display in marriage and other functions, the thakur can easily keep himself solvent, and even put by 20 to 25 per cent. of his income. This is the very most that an English father can succeed in doing. In fact during the period of his children's education, he can consider himself fortunate if he succeeds in keeping on the right side of his account. Therefore it is quite just and proper to compare the English with the Indian parent. Against the former's 10 to 20 per cent., the latter pays only half per cent. of income on the education of his son or sons.

The cause of this insignificant call upon his funds is the magnificent generosity, first of the Imperial Government who subscribed over 5½ lakhs, and secondly of the ruling princes who subscribed over 11 lakhs, in order that the children of the thakur might be suitably educated. Supposing that this education was a necessity, and these princely benefactions had not been forthcoming, then indeed would the thakur thoroughly understand the position of the English father who pays a fifth of his income for the purpose of giving his boys a fair start in life.

The best means the thakur can adopt for showing his gratitude is to make use of the gift which has been bestowed upon him by sending his sons and kindred to the Mayo College.

CHAPTER IV.

EXAMINATION REPORTS.

FROM 1875 to 1889 the highest class in the college was prepared for the Entrance or Matriculation Examinations of the Calcutta or Allahabad Universities, and the lower classes were examined quarterly by the Principal, Head Master, and the rest of the staff, by means of written papers.

At the second meeting of the College Council the proposal was carried that arrangements should be made to secure examiners unconnected with the staff, to examine and report on the college once a year.

In accordance with this resolution, in February and March 1890, the first and second classes were examined by means of papers by the late Mr. Chester Macnaghten, then Principal of the Rajkumar College, Rajkote, and his staff. He writes :—

"I have taken much interest in these papers, and it would have given me additional pleasure, if I could have examined the boys *vivâ voce.* I can only say that their work exhibits a very fair and useful knowledge of English, and when one remembers the class of society, hitherto unaccustomed to literary effort, from which these students are drawn, I think we may justly consider the present results of their training as highly encouraging."

The classes from the second to the seventh were examined *vivâ voce* in Urdu and Hindi by Munshi Dip Chand, B.A., Assistant Master in the Agra College. He writes :—

"With the exception of three boys, all passed in their respective subjects, and if the usual minimum number of marks (33 per cent.) be raised in the case of the four junior classes to 50 per cent.,

this would entail failure only in the case of four boys. The Hindi books are the best that could be selected for the education of the class of young men to which the students of the college belong, as the chief object which the author has kept in view in preparing them is the moral culture of the readers."

Classes four to seven were examined in English, History, Geography and Mathematics by Mr. T. Harris, B.A., Head Master, Ajmere Government College. He reports :—

"Thirty-eight boys or 76 per cent. passed out of 50. Each class acquitted itself with credit in the three branches of study in which it was examined. Speaking generally both in point of instruction and discipline, I was very favourably impressed with all I saw in the course of a searching examination extending over five days. A healthy tone pervades the college: the classes are working on good lines, and the measure of success achieved reflects credit as well on the teaching staff as on the managers of the institution."

In April 1891 the college, with the exception of eleven boys who went up for the Matriculation Examination of the Allahabad University, was examined orally by Mr. E. Giles, Educational Inspector, Northern Division, Bombay.

After giving a detailed report on each class he writes :—

"I have no hesitation in saying that the 2nd class, in the person of Kirti Shah at least, represents a good and useful education in English, the Vernacular, Mathematics and General Knowledge. In each of the lower classes also I consider that the best boys represent a high standard of efficiency, and that the whole result of my examination is a clear evidence of honest and good work throughout the institution. But I would note shortly certain considerations which must not be lost sight of in judging an institution of this kind, and which are frequently overlooked by those who have no special experience in such institutions.

"*In the first place*, the college appears to me to resemble one of the more aristocratic of our public schools rather than

an Indian high school, in the fact that the students are free from the stimulus of poverty and the necessity of employing education as a means of livelihood. If at Eton there is a large number of boys who do as little work as possible, it is not a matter for surprise if there is a tendency to idleness, or rather indifference, among the students of the Mayo College, a tendency which will be most marked among those who join when no longer children, and whose habits of life have become to some extent settled.

"*Secondly*, not only have the boys no necessity to learn, but, as Mr. Macnaghten pointed out last year, the class of society from which they are drawn is one 'hitherto unaccustomed to literary effort,' and home influences are usually entirely wanting, or decidedly antagonistic, to such effort.

"*Thirdly*, the work of the college is handicapped by those periods of absence, which appear to be unavoidable in institutions of this kind. I noted during my examination that in many cases failure could be accounted for by the prolonged absence of the pupil. On the other hand the best boys in each class were generally those who were most regular in attendance. Omitting one pupil who had been absent the whole year, I find that in the classes examined by me, the average number of absences per boy is a little over 25 days out of a period of 251 working days. I think this cannot be considered a high average, but 12 boys were absent more than 50 days, and 8 of the 12 were absent more than 80. The mischief caused by such prolonged absences not only affects the individual but the class to which he belongs. Giving full weight to these considerations, I think that the small percentage of failure in the examination now held is a weighty testimony to the sound and solid hard work which is, in my opinion, one of the characteristics of the college.

"The curriculum of studies is avowedly based on the Allahabad University Entrance Course, the work of the 1st class being identical with that prescribed by the University. The standard aimed at is a high one. I fear I must add a dry

one. It is not within my province to discuss the wisdom of the University in prescribing such a course, but I may note that the Bombay University, in its Entrance Examination, devotes one paper to simple Natural Science, and does not ignore the existence of English poetry. In other words the course is a wider and more liberal one, and one which would, in my humble opinion, be more suitable as a guide in an institution like the Mayo College. But if it is considered advisable that the college boys should aim at the Entrance Examination, and success in it is, I understand, likely to be popular, and is at least a concrete test of efficiency, then the course prescribed must of course be followed for the purposes of that special examination. In other respects the college should, I think, walk alone, and should aim at giving a general education rather than a preparation for a certain test.

"The object of the college is, as I take it, to turn out young gentlemen of sound mind and body, with good manners and habits, a competent knowledge of their own language, and an acquaintance with English sufficient to enable them to write and speak it with reasonable freedom and accuracy. It should also, I think, be its aim to send them out with a store of useful knowledge of all kinds, such as may serve not only to keep them in touch with the outer world, but to lead them to think and to wish for further instruction after they have left the college walls. This might be effected by adding to the present four heads of the curriculum (English, Second Language, Mathematics, and History and Geography), a fifth head, which I would call 'General Knowledge.' I do not intend to convey that general knowledge has been neglected; I found, on the contrary, that in the higher classes the boys had an intelligent grasp of Physical Geography, which may be made to embrace much useful general knowledge; but I think that it would be possible to systematise the subject in some such way as the following:—

"In the lower classes (VI and VII) information might be conveyed by means of 'object lessons,' bearing on common

objects such as familiar animals, plants and substances employed in ordinary life.

"In Classes IV and V *this knowledge might be developed by adding some information as to the distribution of men and animals in the world, the interchange of the products of different* countries, the methods of communication such as railways, steamships, the post and telegraph, with some acquaintance with the shape and motion of the earth, the origin of day and night, seasons, &c.

"In the higher classes the previous knowledge might be revised, and the attention of the boys might be directed to elementary astronomy by a study of the solar system and of the chief constellations; to Political Economy by some knowledge of the uses of money in metal and paper, of credit, debt and mortgages on property, the system of raising the revenue of a native state, &c.; to Mechanics by the study of simple kinds of physical and mechanical appliances, the steam engine, the pump, lever, pulley, thermometer, barometer, &c ; to Agriculture and Botany by elementary information as to soils, the necessity for irrigation and manures, the use and appearance of the most ordinary trees and shrubs of the country; to Physiology by charts of the human frame ; to Sanitation by a study of the main principles under which health is to be secured and sickness avoided; to the History of the world generally by stories of the lives of some of its most famous men.

"My list may appear a formidable one, but I do not advocate the use of text-books except for the teacher. I would suggest rather popular lectures, a development of the 'object lessons' of the lowest classes, the free use of a magic lantern with slides of all kinds, *e.g.*, astronomical, references to models, as of a steamer, steam engine, &c , to wall pictures and charts of all kinds. Such simple books as Roscoe's Chemistry Primer, the Way to Health, and Paul Bert's First Book of Science would be found very useful for the teachers, and the formation of a small museum of common objects would be advantageous for use in the lower classes.

"General knowledge of the kind indicated might be tested in the lower classes by an oral examination, in the upper by papers containing questions on the studies of the year. The object is not only to inform the mind but to direct the attention to subjects which do not come into the ordinary course of school studies, and to get the boys to think for themselves. I may add that a 'general paper' is now a constant feature of examinations in schools in England, and that it seems to me, in the case of an institution like the Mayo College, especially desirable to widen the scope of a boy's intelligence as far as possible, and to give him the chance of making a special study of any subject to which he might take a fancy. Failing this, there would be something gained, if the boy left school with a fairly correct appreciation of the world and its wonders.

"As regards the curriculum under the four heads now studied I would remark as follows:—

"*English.*—I think that the *Royal Reader Series* might with advantage be substituted for the Peary Churn Sirkar Series. The Royal Reader Series is the best I know, and, though written for English schools, is, in my opinion, far superior to that now in use, which appears to me to be carelessly compiled and very uneven, while the poetical pieces are often very worthless. I have no criticisms to make on the other books prescribed in English.

"I am decidedly of opinion that *English poetry* should not be excluded from the school course. I believe that it would be popular with the boys, and I am sure that the careful recitation of poetry would be an effective aid to good pronunciation. The Royal Reader Series contains excellent poetry, and selections might be made from the pieces in each book, a reasonable number of lines (say 100 in Classes V and VI and 200 in the upper classes) being learnt by heart.

"*Mathematics.*—The various subjects are very soundly taught throughout the school, and I was surprised at the amount prepared in Class VI, which exceeds that learnt in Standard VI of a Government High School in the Bombay Presidency.

I would even suggest that where there was no chance of a boy studying up to the Entrance Examination of the University, it might be considered whether Euclid and Algebra should not be omitted from his studies, and the time thus saved be devoted to extra study of English or any other subject in which he might be weak Thus in Classes III and IV there were some boys who will never, presumably, go up for the Matriculation Examination, and whose general weakness seems to render a concentration on the most necessary subjects advisable.

"*History and Geography.*—I have no criticisms to offer as to the books or the curriculum. I especially noted the sound method of teaching Indian History through the medium of 'Tales from History.' The teacher can always supplement the tales, and the students are saved from the masses of names and dates which render Indian History difficult and unalluring. The knowledge of History and Geography was creditable and intelligent in the school generally, and where there were failures, I am more inclined to attribute them to the indifference of the pupil than to the negligence of the teacher.

"Summing up my remarks, my suggestions as to the curriculum amount to this:—

(1) that greater attention should be paid to general knowledge;

(2) that the English text-books should be changed;

(3) that English poetry should be admitted to the curriculum;

(4) that greater attention should be paid to correct pronunciation, correct spelling, and to the constant use of English as a medium of conversation;

(5) that in individual cases the possibility of modifying the curriculum, especially in Mathematics, might be considered.

"*The institution as a whole.*—My remarks so far have had reference mainly to the life of the school room, and to the consideration of purely educational points. In estimating the value of the institution as a whole, the attention is directed not

so much to what the pupils learn as to what they are. This may be gathered from their appearance and general bearing, from their manner in the play-ground as well as in school, and from the general tone which pervades them as a whole. I may say at once that I have never met a number of boys who have impressed me more favourably in every respect. They appeared to me to be manly and gentlemanly, cheerful and pleasant, ready to talk freely when addressed, and able to maintain that silence in the school room which is a proof of good discipline. I played with them at cricket and saw their tilting and tent-pegging, and can speak in the highest terms, not only of their efficiency but of the spirit which they threw into everything, and of the order which was maintained, apparently without an effort, and which was in itself evidence of the very careful and systematic management to which they are subjected. During the four days that I was constantly among them I saw nothing which was not as it should have been, nothing which did not testify to the excellent administration of the institution.

"I visited all the boarding-houses, went into most of the rooms of the boys, and inspected the outbuildings and accessories. The houses are models of neatness, cleanliness and order, and to reside in them and in the well-ordered grounds of the park is a liberal education in itself. Boys must carry away valuable ideas as to the advantages of discipline, method and taste, and must unfavourably contrast the untidy disorder of a native palace, with the spotless cleanliness of the boarding-houses, the neatness of their rooms, and the trimness of the gardens and hedges.

"I noted that the boys rise early, and are apparently busy either at work or play till they go to bed, which is also at an early hour. The provision of constant employment for body and mind seems to me to be of high value in an institution of this kind.

"Finally, I must state my opinion that, so far as I can judge, all is being done in the Mayo College that is practically possible to make the school life an honest, manly and useful life. Deficiencies may be noted here and there, but in the main, the

training which the boys receive is one that appears to be admirably adapted to the end in view, which is, I presume, to bring them up in an atmosphere of order and discipline, of truth and manliness and uprightness, and to send them out from the college honest and straightforward gentlemen, who may become worthy rulers of their own people, and the loyal and enlightened subjects of the Empire."

In April 1892, Mr. Giles again examined the college. After noting that his suggestions had been complied with and giving a detailed report of each class, he generalises to the following effect :—

"Summing up the general result of the examination, I think it may be said to be very satisfactory on the whole. There is not a class in the school, in my opinion, in which there are not evidences of a full and hard year's work having been done, not a class in which there has been a decided breakdown in any subject. This, I have no doubt, is the result of care and pains on the part of the teachers, who have evidently done their best for the success of the college.

"I think that it is a matter for congratulation that Debi Singh of Ajeyrajpura has passed his Matriculation Examination at the age of 15½. He has been 6½ years in the college, and his early success in the examination shows that with natural intelligence and industry, a boy has every chance of obtaining an efficient education at the Mayo College.

"I again visited all the boarding-houses, watched the boys at tilting and tent-pegging, and played with them at cricket.

"I beg to refer to the remarks made by me last year under this heading, and to state that I have nothing material to add to them, and that my general opinion as to the excellence of the administration is unaltered. The boarding-houses have this year lost their trim lawns and gardens, no water being available for them, but are otherwise models of neatness. The tilting and tent-pegging were better this year than last, and the performances of some eight or ten of the boys were exceptionally excellent.

In cricket also there was, I think, a general improvement, and the school has, I believe, had a prosperous season. In school, all classes were thoroughly well behaved, and the honesty of the boys under examination was remarkable. Their manners and address too, both in and out of school, are those of pleasant gentlemanly boys, and in their games they remind one of English public schoolboys by the energy and life that they throw into their play.

"In concluding, I can only repeat the opinion recorded last year, that the principles on which the institution is conducted are sound, that the work done in it is generally thorough, that the organisation displayed is admirable, and that it affords an excellent education, both mental and physical, to such boys as are willing to learn, and capable of profiting by the instruction they receive."

In April 1893 the college was examined for the third and last time by Mr. Giles. It is a matter of congratulation that the services of so exceedingly able an educational officer were secured during three consecutive years. His reports, shewing everywhere evidence of wide views, great care and deep insight, effected a revolution in the college curriculum. The change has resulted in nothing but good; and it would be a stroke of great good fortune for the college, if now, after the lapse of three years, his services could again be secured, so that he might be able to see and form an opinion on the continued working of the reforms which he instituted.

In his third report he writes :—

"The table of marks and my detailed remarks on each class are satisfactory evidence that there has been no departure from the standard of solid and hard work which I noted last year. I consider on the contrary that a decided improvement is manifest in the work of the college, and that the teachers have not only been energetic and painstaking, but have also used their brains and their common sense, and have endeavoured to make their lessons interesting and intelligible to the pupils.

"The work of the college has been, I think, more systematic, as is shown by the neater working of examples in arithmetic, by better and more careful writing in the college generally, and by the drawing of very creditable maps. I also am of opinion that the recitation of poetry was better than in last year, and that some of the boys in the higher classes recited not only correctly, but with evident appreciation of the subject-matter.

"I saw a great deal of the boys in the play-ground, as on two days the play hours were devoted to athletic sports, and besides this, I saw their tilting and tent-pegging, and played with them at cricket. The performances in the sports were I think decidedly good, the high jump being taken at 5 feet, the long jump over 16 feet, and the cricket ball being thrown 84 yards. In the lower divisions there were also some very promising athletes, and the boys entered heartily into all the contests. The riding also was excellent, and the tilting and tent-pegging better than in last year, while at cricket there is no lack of energy, though I think the calibre of the play would be improved if the school could secure the services of a good 'coach.'

"In school and out of school the boys behaved like gentlemen. Their manners are pleasant. They answer questions readily, are perfectly respectful, and evidently under the influence of a firm but not oppressive discipline.

"This is the third consecutive year that I have had the pleasure of examining this college, and experience only confirms me in the opinion which I have expressed in previous years, that it is conducted on sound principles and on a thoroughly good system, and that its work among the rising generation of the Chiefs of Rajputana cannot but be of the highest possible value and importance."

In April 1894 the college was examined by Mr. E. F. Harris, B.A., Head Master of the Ajmere Government College. He reports :—

"Forty-four boys or 77 per cent. passed out of 57, which is a highly satisfactory result.

"On the whole, much goes to indicate that the system of work in the college is good, that the quality of instruction imparted is sterling, that the teachers have thrown life into work, and have done their duty through the year with fidelity, and that every suggestion, which has hitherto been made with a view to improve the quality of instruction, has been carefully noted and faithfully followed.

"It is very gratifying to see the pleasant manner in which the pupils, old and young, give obedience and attention. Their frank and gentlemanly conduct during hours of work and their easy, cheerful, and manly demeanour during periods in which they are not under strict class discipline, do not fail to impress one with the fact that the students of the Mayo College are being brought up in a manner which will best fit them to occupy their position in life with credit."

The next year Mr. A. Thomson, Principal of the Agra College, was asked to examine. He writes :—

"I reached Ajmere on the 22nd April, and in the evening saw the gymnastic exercises which are well graduated so as to develop without overstraining growing lads. The performances were very creditable. In one of our large colleges in the North-West Provinces it would be easy to find three or four better performers, but I suspect none of our colleges could turn out 40 as good as the 40 I have just seen here."

After reporting on each class individually he continues :—

"Geography is admirably taught and map-drawing receives the attention it deserves. I do not think I have seen a school in India that can compare with the Mayo College in this respect.

"I was glad to find drawing a regular part of the course. Some of the specimens were good and showed decided artistic power. But it is as a mental discipline that I chiefly value this subject. I think it very necessary to cultivate the observing powers of Indian students and two subjects are most useful for that purpose, *viz.*—1st, Natural History, especially Botany, and 2nd, Drawing. Boys who have had such a training as the

drawing class here gives will certainly have learned to use their eyes.

"On the evening of the 23rd we had an excellent display of recitation. Some of the students did what would be considered very good even in England. And if reasonable allowance is made for youth and a foreign language, all must be pronounced good. Nor was this a display of three or four boys with special aptitude for reciting, for 22, *i.e.*, one-third of the whole number in the college, took part in the entertainment; such a result could have been attained only by careful and judicious training.

"On the 24th we had a display of horsemanship. Remembering that no one can efficiently manage large landed estates, either as proprietor or ruling chief unless he can get about quickly and comfortably and see things with his own eyes—riding is here not merely a healthy and manly exercise, but an important part of technical training. I was therefore very glad to see the high degree of proficiency attained.

"The boarding-houses are very clean and neat. Some of the boys are small to be away from their mothers' sides, but with all the comforts they have they probably feel more at home here than in their own palaces. At any rate their education and surroundings are well calculated to prepare them for their future careers.

"The manners of all the pupils impressed me very favourably. They are neither pert and forward nor shy and awkward, but have the freedom and dignity suitable to gentlemen.

"On the whole I was greatly pleased to see these young lads who must some day occupy important positions in the country receiving such a careful and suitable education."

Thus during the past six years the college has been examined by officers from Rajputana, and other parts of India, by officers of the regular Government Educational Department, and by others more particularly employed in the education of Indian chiefs; and though space has forbidden me to give these reports in full, or to go at any length into the details

of their remarks and suggestions, yet I have quoted enough to show that their verdict is unanimous, that they all agree in bearing witness to the thorough work done in college, the good discipline at all times maintained, and to the pleasant and gentlemanly manners of the boys. No six reports could well be more gratifying to the Principal and his staff, or give higher praise to the institution under their care.

To make suitable arrangements for the examination of the college by an officer from outside, is not at all an easy matter,—educational officers attached to other provinces have their own duties to perform, and they cannot leave their provinces without special leave. That the same officer shall examine for several years consecutively is of great importance, for only thus can a true opinion be formed of the annual progress made. A fresh examiner can form little idea of the movement, whether forward or backward, which has been made during the previous year. It is quite possible for a college actually to deteriorate, and yet satisfy all the demands of a new examiner, while such deterioration would not escape the eyes of an officer who continues his visits year after year.

The ideal arrangement would be for all the Rajkumar Colleges in India to have an examiner specially appointed, who would have no other duty save to visit, examine and report on each, once every year. No one college is sufficiently wealthy to pay for the exclusive services of such an examiner, but there are many Rajkumar Colleges in India, at Rajkote, Indore, Nowgong, and Lahore, not to mention many other places. They are all well endowed, and if some twenty or thirty combined, the plan mentioned above could easily be carried out. This plan would have many advantages besides those already mentioned. First, it would give unity to the different systems of education followed by the different colleges. The examiner would be able to compare and contrast the separate systems, and thus discover which system was the

best. This he would recommend to be introduced into each college, and after a few years all the colleges would be studying on the same lines. The chiefs of India are all very much in the same position whether they live in the north or the south of India, and what is the best system in the Panjab will be equally the best in Travancore. There is no reason why a Rajkumar College in Rajputana and another in Madras should not study English, Natural Science, Mathematics, History and Geography, out of the same books and in the same manner, and what is the best book and the best manner in the north will be equally the best in the south. The difficulty is to discover the best, and this can be done only by comparison of all, and in the meanwhile those colleges which have not the best are at a disadvantage.

As regards the difference of language each college would teach its own vernacular and classic, but English would be the vehicle of instruction for the other subjects, and a common bond to knit all together. If a college was not a success, the examiner would make it his business to discover the reasons and bring them to the notice of the proper authorities. If otherwise, he would make its success known, and so stimulate it to renewed exertions. The upper classes of the colleges might be examined yearly by means of papers set by the examiner, and thus they would be brought under the magic influence of competition, than which there is no better stimulant to the energies. In fact it is doubtful whether without competition a school or college can be moved to do its very best.

Hitherto while other Government colleges and schools have been brought to the highest pitch of excellence by means of the severest competition, the Rajkumar Colleges have stood apart in proud isolation. The young chief does not care to compete with commoners, and as he has not yet been given a chance of competing with chiefs of other

provinces, he is content with the limited competition he finds in his own province. He is satisfied if he can hold his own with his class fellows, and if he can do so by exerting half his powers, he will let the other half remain idle. But if he knew he was competing with chiefs of his own standing throughout India, and that the eyes of the whole Indian aristocracy were upon him, he would strain every faculty to its utmost.

Competition in studies could be extended to games and sports generally as suggested by Colonel Loch in his chapter on the future development of the Mayo College. The Chiefs of India are too fond of standing aloof from each other and associating only with their subordinates in rank and wealth. But rivalry in sports and studies as above described would break down the barriers between them, and develop an inter-community and friendliness which might be the dawn of great things.

An examiner who devoted his whole time to the one subject of aristocratic education would naturally become a greater authority than one who took it up occasionally and his word would carry greater weight with Government. Moreover by devoting his whole time to the work, he could spend a week to a fortnight at each college and subject it to a most searching and exhaustive examination. The experiment would be an expensive one, but the gain in greater efficiency would make it well worth the expense.

CHAPTER V.

THE CURRICULUM FOR 1895-96.

THE COLLEGE CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text-Books.—*	
	Play from Shakespeare	Merchant of Venice.
	Poem from Tennyson	As selected by the Head Master.
	Readings from the *Pioneer.*	
	General Reading ..	
	Grammar —	
	Hints on the Study of English.	
	Translation ...	30 pages.
	Original Composition ...	30 Essays.
SCIENCE ...	*Chemistry.—*	
	Roscoe's Primer ...	The whole.
	Agriculture.—	
	Tanner's Primer ...	The whole.
FINE ART ...	*Drawing*	
	Water Colour Painting	
	Oil Colour Painting ...	
SECOND LANGUAGE	*Hindi and Sanskrit* ...	As selected by the Head Pandit.
	Urdu and Persian ...	As selected by the Head Moulvi.
MATHEMATICS ...	*Arithmetic.—*	
	Boutflower's, Part III	As in curriculum of Class I.
	Algebra.—	
	Todhunter's ...	Pages 1 to 111.

THE COLLEGE CLASS—(*concluded.*)

Subject.	Sub-head.	Quantity to be read.
MATHEMATICS ...	*Euclid.*— Todhunter's ...	Book I.
	Mensuration.— Todhunter's ...	Pages 1 to 120 and 237 to 254.
	THE FIRST CLASS.	
ENGLISH ...	*Text-Books.*— Professor Jevon's Political Economy.	The whole.
	Orient Reader, No. VI.	As much as possible.
	Poetry.— College Book ...	300 lines selected from pages 1 to 16.
	Grammar.— Manual of Grammar	Page 137 to end; and revise 1 to 136.
	Translation.— Hunter's Brief History of India in Hindi, Part II.	30 pages. As selected by the Head Master.
	Composition ...	30 Original Essays.
GENERAL KNOWLEDGE ...	*Text-Book.*— Paul Bert's First Year of Scientific Knowledge.	Page 270 to end; and revise 1 to 269 (omitting pages 98 to 113).
SECOND LANGUAGE.	*Sanskrit Text-Book.*— Sanskrit Shiksha ...	Pages 29 to 48, 58 to 65 and 85 to 91.
	Sanskrit Grammar.— Rajkrishna's ...	Pages 132 to 200; and revise 37 to 97.
	Translation ...	Hindi into Sanskrit and *vice versâ.*
	Persian Text-Book.— Entrance Course ...	Page 94 to end.
	Persian Grammar.— Qawaid Farsi ...	The whole (omitting pages 94 to 128).

THE FIRST CLASS—(*concluded*).

Subject.	Sub-head.	Quantity to be read.
SECOND LANGUAGE	*Translation* ...	Urdu into Persian and *vice versâ*.
	Letter Writing ...	In Persian.
MATHEMATICS ...	*Arithmetic.*— Boutflower's, Part III	Page 167 to end (omitting Chapters XXX XXXI, XXXIII and XXXIV); and revise curriculum of Class II.
HISTORY AND GEOGRAPHY ...	*English History.*— Creighton's ...	Pages 30 to 72; and revise 1 to 30.
	Indian History.— The Elementary History of India.	The whole.
	Physical Geography.— Geikie's Primer ...	Page 46 to end; and revise 1 to 46.
	General Geography.— Blochmann's ...	Map of South America; and revise Maps of India, Asia, Europe, Africa and North America.
	Map Drawing ...	

THE SECOND CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text-Books.*— Whitworth's Rajkumar Law Lectures.	The whole.
	Orient Reader No. V	As much as possible.
	Poetry — College Book ...	250 lines selected from pages 16 to 28.
	Grammar.— Manual of Grammar	Pages 69 to 136; and revise 1 to 69.
	Translation.— Hunter's History of India in Hindi.	Pages 1 to 10.
	Composition ...	Æsop's Fables and Tales from the Reader.

THE SECOND CLASS—(*concluded*).

Subject.	Sub-head.	Quantity to be read.
GENERAL KNOWLEDGE ...	*Text-Book.*— Paul Bert's First Year of Scientific Knowledge	Pages 200 to 269; and revise 1 to 200 (omitting 98 to 113).
SECOND LANGUAGE.	*Sanskrit Text-Book.*— Sanskrit Shiksha ...	Pages 1 to 28, and 49 to 57.
	Sanskrit Grammar.— Rajkrishna's ..	Pages 37 to 97.
	Translation ...	Hindi into Sanskrit and *vice versâ.*
	Persian Text-Book.— Entrance Course ...	Pages 1 to 93.
	Persian Grammars.— Masdar-i-fayuz ...	Page 103 to end; and revise 2 to 6, 29, 30; and 37 to 102.
	Miftah-ul-Qawaid ...	The whole.
	Translation ...	Urdu into Persian and *vice versâ.*
	Letter Writing ...	In Persian.
MATHEMATICS ...	*Arithmetic.*— Boutflower's, Part III	Pages 86 to 167 (omitting *Allegations*, pages 129 to 134); and revise curriculum of Class III.
HISTORY AND GEOGRAPHY ...	*English History.*— Creighton's ..	Pages 1 to 30.
	Indian History.— The Elementary History of India.	Page 58 to end; and revise 1 to 57.
	Physical Geography.— Geikie's Primer ..	Pages 1 to 46.
	General Geography.— Blochmann's ... *Map Drawing* ...	Map of North America; and revise Maps of India, Asia, Europe and Africa.

THE THIRD CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text-Book.*— Orient Reader No. IV	100 pages.
	Poetry.— College Book ...	200 lines selected from pages 29 to 39.
	Grammar.— Manual of Grammar	Pages 1 to 69.
	Translation.— Stapley's Graduated Translation Exercises, Part II.	Exercises XIII, XIV, XV; and revise Exercises I to XII.
GENERAL KNOWLEDGE ...	*Text-Book.*— Paul Bert's First Year of Scientific Knowledge.	Pages 146 to 200; and revise 1 to 145 (omitting 98 to 113).
SECOND LANGUAGE	*Sanskrit Text-Book.*— Rijupat, Part I ...	Pages 7 to 41.
	Sanskrit Grammar.— Upakramanika ...	Page 52 to end; and revise 1 to 52.
	Translation ...	Hindi into Sanskrit and *vice versâ.*
	Persian Text-Book.— Iqd-i-Gul ...	Pages 1 to 52.
	Ditto Iqd-i-Manzum	Pages 1 to 56.
	Persian Grammar.— Masdar-i-Fayuz ...	Pages 2 to 6; 29, 30; and 37 to 102.
	Translation. ...	Urdu into Persian and *vice versâ.*
	Letter Writing ...	In Persian.
MATHEMATICS ...	*Arithmetic.*— Boutflower's, Part III	Pages 1 to 85.
HISTORY AND GEOGRAPHY ...	*Indian History.*— The Elementary History of India.	Pages 28 to 57; and revise 1 to 28.
	Geography.— Blochmann's ... *Map Drawing* ...	Map of Africa; and revise Maps of India, Asia, and Europe.

THE FOURTH CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text Book—* Orient Reader No. III	80 pages.
	Poetry— College Book ...	150 lines selected from pages 40 to 50.
	Grammar— Grammatical Primer	Pages 24 to 57; and revise 1 to 24.
	Translation— Stapley's Graduated Translation Exercises, Part I.	Exercises VIII, IX, X, XI, and XII; and revise Exercises I to VII.
GENERAL KNOWLEDGE ...	*Text Book—* Translation of Paul Bert's First Year of Scientific Knowledge.	Pages 83 to 145 in the English Version (omitting 98 to 113); and revise 1 to 82.
SECOND LANGUAGE	*Sanskrit Text Book—* Chanakyanitisar Sangraha.	The whole.
	Sanskrit Grammar— Upakramanika ...	Pages 17 to 51; and revise 1 to 17.
	Hindi Text Book— Gutka, Part I ...	Pages 67 to 80.
	Hindi Letter Writer— Patramalika, Part II	The whole.
	Persian Text Book— Farsi-ki-pahli Kitab	Page 21 to end.
	Persian Grammar— Safwat-ul-Masadir ...	Page 13 to end; and revise 1 to 13.
	Persian Letter Writer— Rukat-i-Nizami ...	The whole.
	Urdu Text Book— Mazamin (Sakuntala)	The whole.
	Urdu Grammar— Qawaid Urdu, Part II	Page 25 to end; and revise 1 to 24.

THE FOURTH CLASS—(*Concluded.*)

Subject.	Sub-head.	Quantity to be read.
SECOND LANGUAGE	*Urdu Letter Writer.*— Inshai Urdu Shakista	Pages 1 to 20.
MATHEMATICS ...	*Arithmetic*— Boutflower's, Part II	Page 49 to end; and revise curriculum of Class V.
HISTORY AND GEOGRAPHY ...	*Indian History*— The Elementary History of India.	Pages 1 to 28.
	Geography— Blochmann's ... *Map Drawing* ...	Map of Europe; and revise Maps of India and Asia.

THE FIFTH CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text Book*— Orient Reader No. II	60 pages.
	Poetry— College Book ...	100 lines selected from pages 50 to 56.
	Grammar— Grammatical Primer	Pages 1 to 24.
	Translation— Stapley's Graduated Translation Exercises, Part I.	First seven Exercises.
GENERAL KNOWLEDGE ...	*Text Book*— Translation of Paul Bert's First Year of Scientific Knowledge.	Pages 44 to 82 in the English version; and revise 1 to 44.
SECOND LANGUAGE	*Sanskrit Grammar*— Upakramanika ...	Pages 8 to 17; and revise 1 to 8.
	Hindi Text Book— Third Hindi Reader	Pages 48 to 78.

THE FIFTH CLASS—(*Concluded.*)

Subject.	Sub-head.	Quantity to be read.
SECOND LANGUAGE	*Hindi Grammar*— Hindi Vyakaransar...	Page 15 to end; and revise 1 to 14.
	Hindi Letter Writer— Patramalika, Part I	Page 21 to end.
	Persian Text Book— Farsi-ki-pahli Kitab	Pages 1 to 20.
	Persian Grammar— Safwat-ul-Masadir ...	Pages 1 to 13.
	Urdu Text Book— Muntakhabat Urdu...	Pages 1 to 66.
	Urdu Grammar— Qawaid Urdu, Part II	Pages 1 to 24.
	Urdu Letter Writer— Inshai Urdu Nastaliq	Page 32 to end.
MATHEMATICS ...	*Arithmetic*— Boutflower's, Part II	Pages 1 to 49 (omitting English Cloth Measure, page 3, and Bengal Table of Square and Land Measure, page 19, with all exercises bearing on the same).
HISTORY AND GEOGRAPHY ...	*Indian History*— M. Jankinath's, Part II.	The whole.
	Geography— P. Sheodyal's ... *Map Drawing* ...	Map of Asia and revise Map of India.

THE SIXTH CLASS.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text Books*— Orient Reader No. I	The whole (omitting Poetry Lessons).
	Orient Reader No. II	Pages 3 to 8.
	Poetry— College Book ...	50 lines selected from page 57 to end.

THE SIXTH CLASS—(*Concluded.*)

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Grammar—*	
	Hindi-English in Diglott form.	The whole.
	Colloquial ...	125 sentences.
GENERAL KNOWLEDGE ...	*Text Book—*	
	Translation of Paul Bert's First Year of Scientific Knowledge.	Pages 1 to 44 in the English version.
SECOND LANGUAGE	*Sanskrit Grammar—*	
	Upakramanika ...	Pages 1 to 8.
	Hindi Text Book—	
	Third Hindi Reader	Pages 1 to 35.
	Hindi Grammar—	
	Hindi Vyakaransar...	Pages 1 to 14.
	Hindi Letter Writer—	
	Patramalika, Part I	Pages 1 to 20.
	Urdu Text Book—	
	Hakaik-ul-Mojudat	Pages 1 to 52.
	Urdu Grammar—	
	Qawaid Urdu, Part I	The whole.
	Urdu Letter Writer—	
	Inshai Urdu Nastaliq	Pages 1 to 31.
MATHEMATICS ...	*Arithmetic—*	
	Boutflower's, Part I	Page 55 to end; and revise 1 to 55.
HISTORY AND GEOGRAPHY	*Indian History—*	
	M. Jankinath's, Part II	The whole.
	Geography.	Map of India

THE SEVENTH A AND SEVENTH B CLASSES.

Subject.	Sub-head.	Quantity to be read.
ENGLISH ...	*Text Books—*	
	Orient Primer ...	The whole (A and B).
	Orient Reader No. I	As much as possible (A).
	Grammar—	
	Englandya Vyakaran, Part I.	The whole (A).
	Colloquial ...	100 easy sentences (A and B).

THE SEVENTH A AND SEVENTH B CLASSES—(*Concluded*)

Subject.	Sub-head.	Quantity to be read.
GENERAL KNOWLEDGE ...	... ...	Lectures on Animals, &c. (A and B).
SECOND LANGUAGE	*Hindi Text Books*—	
	First Hindi Reader...	The whole (B).
	Second Hindi Reader	Pages 1 to 32 (A and B).
	Hindi Grammar—	
	Hindi Vyakaransar...	Pages 1 to 9 (A).
	Urdu Text Books—	
	Tashrih-ul-Haruf ...	The whole (B).
	Second Book of Urdu	Pages 1 to 9 (B).
	Second Book of Urdu	The whole (A).
	Urdu Grammar—	
	Qawaid Urdu, Part I	Pages 1 to 6.
MATHEMATICS ...	*Arithmetic*—	
	Boutflower's, Part I	Pages 1 to 55.

REMARKS ON THE CURRICULUM.

Previous to 1890, the whole energies of the college staff were devoted to preparing the boys first for the Entrance Examination of the Calcutta University and then for the Matriculation Examination of the Allahabad University. The subjects studied were, English, English and Indian History, Physical and General Geography, Arithmetic, Algebra, Euclid and Mensuration, Sanskrit and Persian, Hindi and Urdu. This course, as pointed out by Mr. Giles in his first report, was very long, difficult, uninteresting and of little actual utility compared to others that might with advantage be chosen. As a foundation to a scholastic career, it was all very well, but as an education in itself it left much to be desired. The instruction the young chief gets at the Mayo College is, in nine cases out of ten, all the instruction

he will ever get during the rest of his life. Hence it is of essential importance that he be taught only what he will find of actual use in after-life. For learning that is more ornamental than useful he has no time. The University course left him exactly as it found him with regard to the secrets of the world around. He might know a great deal about William the Conqueror, quadratic equations and the fourth book of Euclid, but of the common animals and plants he met with every day, of the elementary laws of health and disease, of his own physical organs and their functions, and other simple every-day knowledge, he knew little or nothing. Hence, at Mr. Giles's suggestion, the course was changed, the University text-books were abandoned once for all, and a special curriculum was drawn up for the Mayo College.

In Mathematics, only Arithmetic is taught, by means of a series of text-books, specially written for Indian students by Mr. Boutflower, Director of Public Instruction for the North-West Provinces. In the college class, the students' attention is directed for the first time to Algebra, Euclid and Mensuration.

In second language, the course remains very much as it was before. The pupil when he enters learns either Hindi or Urdu ; and when he ascends to the higher classes, he studies Sanskrit or Persian, but for want of time he is not allowed to take up both languages. As a rule the chiefs from Tonk, Jaipur and Alwar study Urdu and Persian, those from the other States Hindi and Sanskrit.

In the 5th and 6th classes Indian History is taught in Hindi, by means of text-books prepared especially for the college by Munshi Jankinath, a former master. In the upper classes in English, by means of an Elementary History of India.

English History is studied in the first and second classes ; Creighton's being the text-book.

Geography is taught almost entirely through the drawing of maps. The world is divided into six chief divisions, and of these, each class learns to draw a map, showing the boundaries, divisions of land and water, countries, towns, &c. The map is given, bit by bit, until the student can draw the whole by heart, the lines of latitude and longtitude alone being supplied. When the new map for the year is learned, the maps of previous years are revised. Thus, when a boy has reached the college class he carries the whole world portrayed on his mind's eye. He knows the size and shape of every continent, country, ocean and sea, the trend of every river and range of mountains, the position of every important town. His knowledge is, moreover, literally at his fingers' ends, and he can, in a few minutes, portray on paper a journey from any one part of the world to any other. Some of the maps which are drawn are marvels of neatness and detail.

Geikie's Primer of Physical Geography is studied in the first and second classes.

At Mr. Giles's recommendation, General Knowledge was introduced as a new subject. In the 7th class the teacher gives lectures on the common animals, illustrating his lessons by numerous coloured pictures. In the higher classes, Paul Bert's excellent First Book of Science is taken as the text-book for this most useful and important subject. This book, in the original French, is almost universally used in elementary schools throughout France, and its English translation is to be found in numerous similar institutions throughout England and the colonies. It contains elementary instruction in Natural History, Geology, Botany, Chemistry, Physics, and Physiology, and is illustrated by numerous engravings. The language is simplicity itself, and it contains hundreds of easy experiments, to be shewn or worked out before the pupils.

In the college class the students' scientific studies are completed, so far as the Mayo College is concerned, by the study

of Agriculture and Chemistry as set forth in Tanner's and Roscoe's primers. Thus, when the young chief returns to his home for good, his mind is stored with knowledge which he will find pre-eminently useful in after-life.

Profound ignorance of the ordinary laws of nature, with its resulting superstition, disease and poverty, is the prevailing characteristic of the Orient, and if the Mayo College has succeeded to any extent in illuminating this intellectual gloom with some stray rays of science, its work has not been in vain.

In the college class the hour which was given to History and Geography is spent in drawing and painting. In England, the opinion is daily spreading that no education is complete without some knowledge of this most necessary branch, and the emphasis laid upon fine art shews that the Mayo College is abreast of the times.

Two hours a day are given to the study of English. Each boy prides himself on his acquaintance with the ruling language, and when he returns to his home, the extent of his general education is measured by his friends and associates, by his power of speaking, reading and writing English. At Mr. Giles's recommendation, the Orient Readers were introduced into the curriculum. They are written for the use of Indian schools and are excellently adapted to their purpose. A poetry book was compiled for the college by the Head Master, and every class learns a certain amount by heart during the year. In class correct accent and emphasis only are attempted, but if any student aspires to higher flights, he can enter the elocution class, where he is taught declamation and gesture. By the time a student enters the college class he knows by heart over 1,000 lines of the masterpieces of English literature. The text-book in Grammar is the Manual of Grammar. This is a simple little book, but especially valuable on account of the numerous exercises

which are given to be worked out in class. Without them, Grammar is apt to degenerate into a parrot-like repetition of rules and definitions. In the college class, Rowe and Webb's well-known Hints on the Study of English is substituted for this manual.

In too many Indian schools English is taught as if it was a dead language. The student can read, explain, construe, parse and analyse, and he knows hundreds of grammar rules by heart, but he cannot understand the language as spoken by an Englishman, and he can neither speak nor write it. The reason is that he learns English, not for the sake of knowing it, but in order to pass written examinations and thereby attain to Government posts. The power of speaking cannot be tested by a written examination, and hence he pays no attention to it ; and as for writing, the number of subjects is limited, and it is not difficult to learn by heart 20 or 30 essays, and to dovetail selections into the essay required for the examination.

In the Mayo College English is regarded as a living tongue, and is taught as such. The routine adopted is somewhat as follows:—First, the boy marks in his reader the words he does not know ; these are explained, and he writes down the explanation in a book. Then he reads a sentence, or if he is a beginner, a part of a sentence, puts down his reader, and does his best to enunciate the exact meaning by himself. Only when he is at fault does the master help him. Each boy takes his turn, and about a page of reader is gone through daily. The next day this is read again, but now the boy reads longer pieces, two or more sentences or perhaps a whole paragraph, puts down his reader, and gives the explanation in his own words. In this way the student is kept constantly speaking, he must form English sentences for himself, and in a few weeks he learns to think in the language he is studying. When once this art is acquired his progress

is rapid. Of course a good deal depends on the intelligence of the master. He should seldom volunteer information, but by questioning and suggesting, endeavour to stimulate his pupil to surmount the difficulty by the aid of his own intelligence.

In the first four classes, the explanations of the reader are given in English; in the other classes in Hindi, except by the smarter boys. But in no case should the explanation be given with the pupil's eyes on his book. By shutting the book, he is thrown more completely on his own resources, finds himself unable to slur over his work, and is forced to exercise his intellect to its fullest extent.

Great stress is laid upon translation from Vernacular into English. Stapley's exercises are used in the lower classes, and Hunter's History of India in Hindi and Urdu in the upper. This practice is much more conducive to a thorough grasp of the language than its opposite, translation from English into Vernacular, which is of very little use.

Essay writing is an important part of the course in the upper classes. In the second and third classes it is confined to fables and short stories. The master reads or tells an anecdote to the class. Different boys are then called upon to tell it over again in their own words, and last of all the whole class writes it down, using their own wording. The essays are then brought to the master who, with red ink, marks the mistakes, and if necessary, explains them, but in no case does he correct them. This is left entirely to the pupils, and if the mistakes are too many, the story is written over again. The idea is to develop the self-resource of the student, by making him do as much work as possible, while the master gives the minimum of help.

In the two upper classes an attempt is made at original composition. Some subject likely to be of interest to the boys is chosen, and they are encouraged to talk it over, the

master drawing them out by asking questions, and occasionally imparting information. When the subject has been thoroughly set forth and discussed, each student sets to work to write down his own opinions and impressions. In this way the class is taught to think, and the boys learn a variety of knowledge regarding foreign countries, politics, the progress of science, &c., which would be difficult to find in books.

In the second class, concurrently with their Orient Reader, the boys read Whitworth's Rajkumar Law Lectures. This is studied as a separate subject, while at the same time the letter-press is used as a vehicle for learning English. Mr. Whitworth was deputed by the Bombay Government to give a course of lectures on Elementary Law to the young chiefs of the Rajkote Rajkumar College. So successful were these lectures and so much appreciated that they were subsequently embodied in book form. The lectures treat chiefly of penal law and criminal procedure, and are specially useful to our young sardars, as many of them are called upon in after-life to exercise judicial functions in their own States.

In the first class, Jevon's Primer of Political Economy is studied jointly with the Orient Reader. The importance of possessing knowledge, elementary though it be, of the subjects treated in this book can scarcely be overrated. The ideas of an inhabitant of India, even though he be the highly educated product of our Colleges and Schools, on such subjects as the proper use of charity, taxes, the functions of government, wages, rent, capital, the investment of money, banking, the causes of poverty and many others connected with his every-day life, are extremely vague and distorted. Much of the ill-feeling displayed in the Native press is due to misconception on these points. Hitherto, the science of Political Economy has been considered too abstruse to be taught in schools for the young. But this depends greatly on the text-book used and the intelligence of the master. The subject is

capable of being made very interesting to young men, who naturally prefer to read about matters which concern them nearly than about those which concern them not at all or indirectly. And then if their preconceived opinions are in any way *shocked, they find themselves called on to find* reasons for their ideas and beliefs, and thus are led to think for themselves, which after all is the true aim of education.

In the college class, the finishing touch is put to the students' previous studies in the English language by readings from the great poets—Shakespeare and Tennyson; general reading from prose authors such as Dickens, Thackeray and Scott, and perusal of the daily paper. They are thus given a glimpse of the best that the English language is capable of producing.

With regard to the daily paper, the telegrams in the *Pioneer* and any other news or comments which may be of interest to the pupils, are either read out by them or by the master. Each paragraph is explained and discussed, and when sufficient has been read the class writes a *précis* of what they have heard. In this way, the boys acquire a gradual knowledge of the affairs of the day, and the politics of nations; and so keen does their interest become, that when they leave the college for their homes most of them still continue to read their daily paper in English.

The lower classes, as in English schools, do a great deal of copy-book writing, the series adopted being Jackson's, in which the method of upright writing is inculcated, and which is now almost exclusively used in our schools at home.

Thus the whole curriculum of the college is eminently utilitarian. The pupil's memory is not stuffed with useless facts. Nothing is taught which is not useful, and the manner of teaching is conformable to the best dictates of common sense. Cramming of any kind is studiously avoided.

The college provides a good all-round useful education, and for the present this is no doubt sufficient. But judged by the English standard the education supplied is incomplete in that it is not concluded by a course of three or more years at a university. An English youth is not considered thoroughly educated until he has taken a degree at one of the great universities, and in the future the opinion will grow in India that a young chief requires something more than a public school education. As with his English compeer his education should not stop until he has become a man, and his character has become developed and strengthened by associating in his studies with men.

The Indian Universities are merely examining centres, so that if a chief wishes to finish his education by residing at a university he must go to England. The expenses of such a trip are at present very great, as an English guardian is almost always necessary, owing to the young chief's profound ignorance of any country but his own. Without a guardian he would become a prey to all sorts of dangers and temptations, and would derive more harm than profit from his trip.

What is wanted is a chief's college in England affiliated to either the Oxford or Cambridge University, having its own buildings, grounds, professors, tutors and governors, and open only to Indian chiefs. The initial cost would be great, but, divided among the princes of all India, could be easily borne, and apart from cost there should be no serious difficulty. The advantages would be many. The expense of university education would be no greater than is paid by an English youth. The Indian chief would learn all the West has to teach in the way of instruction. His mind would enlarge, his views broaden, his manners acquire the fine polish of a well-educated gentleman who has seen something of the world; and yet with all this, as he would daily associate with a large society of other Indian

princes, he would not become denationalised, nor be cut utterly adrift from the manners and customs and ways of thought of his native land, which is generally the case with individual students from India who plunge, one by one, into the vortex of English life.

THE TIME TABLE.

A time table, of which the following is a specimen, is drawn up in July at the beginning of every session, and placed upon the notice board in the central hall close to the Principal's table. Work goes on at the college for four hours from 9 to 1, when there is a break of an hour, during which some of the boys go home for lunch, but most play billiards, chess, draughts, &c., in the central hall. After the recreation hour, work is continued till 4. This arrangement has remained in force since 1882. Previous to that year the hours were changed about a good deal. In 1876 they were 6 to 9 A.M., and 9-30 to 11-30 ; in 1887, 8 to 11 and 3 to 5 ; in 1878, 9 to 12 and 1 to 3 ; in 1879, 7 to 8 for preparation and college work 9 to 1 and 2 to 4 ; in 1880, 9 to 12 and 1 to 4 ; in 1882, 8 to 12 and 1 to 3. Thus it will be seen that from 1875 to 1878 the boys worked only five hours in college, instead of the six hours which they now put in. Boys at present prepare their lessons at their houses, at any time they like, but generally after games from 7 to 8. Before they go to bed they have done seven hours' book work, which is about as much as is done by an English boy.

The first and second masters, the chief strength of the staff, devote nearly all their time to teaching English, as this is the most difficult subject taught, and the most necessary for the pupils to know thoroughly. The third master makes a specialty of General Knowledge and Science, and the fifth of Mathematics, the Head Pandit of Sanskrit and Hindi, and the Head Moulvi of Persian and Urdu. From 2 to 3 the

Head Master, besides inspecting and examining the classes, occasionally gives lessons in Elocution. Counting the two divisions of the 7th class and the college class, there are in all nine classes. Promotion, except in the 7th class, is made annually, so that an ordinarily intelligent boy should pass through the college in eight years ; that is, if he enter at the age of 10 he should leave at the age of 18. But as the average age of entry is 13, by far the greater number leave college before reaching the upper classes. A college should be judged by its best work, and if only those youths are taken into account who have studied in one or other of the first three classes, it will be found that the Mayo College has turned out a number of as well-mannered, well-educated young gentlemen as any institution in India.

In most of the classes English is studied for two hours, and the other subjects, General Knowledge, Arithmetic, History and Geography and Second Language, for one hour each per diem.

CHAPTER VI.

THE DRAWING CLASS.

THE idea of starting a drawing class was first suggested by Mr. Giles in July 1892. The Principal warmly supported the scheme which, however, failed to receive the sanction of Colonel Trevor, then the Agent to the Governor-General in Rajputana. In July of the following year the subject was again broached. This time Colonel Trevor withdrew his opposition, and in August a class was started on the same lines as the present one. Fourteen boys joined, *viz.*, H. H. Ganga Singh, Maharaja of Bikanir ; Kanwar Narpat Singh, Purhat ; Raja Janak Singh, Nimrana ; Rajkanwars Ummed Singh and Sardar Singh of Shahpura ; Maharaj Kanwar Rajendra Narayan, Kuch Behar ; Maharaja Daulat Singh and Rao Rajas Bishan Singh and Bhairo Singh of Jodhpur ; Thakur Gopal Singh, Gundoz ; Thakur Hukm Singh, Bidasar ; Thakur Shankar Singh, Govindgarh ; and Nawab Shamsuddin Ali Khan, Ajmere. The class lasted for two months when it was closed by order of the Government of India. Owing to the interest which Colonel Loch took in the scheme, and his further representations on the subject, the class was reopened in January 1894 on a six months' trial, and was limited to ten boys who were to pay a fee of ten rupees a month, the tuition being given as before by the Head Master. The ten boys who joined were H. H. Ganga Singh, Maharaja of Bikanir ; Kanwar Narpat Singh, Raja Janak Singh, Maharaj Kanwar Rajendra Narayan, Rajkanwars Ummed Singh and Sardar Singh,

and Thakur Hukm Singh, who all belonged to the original class; and H. H. Jai Singh, Maharaja of Alwar, Babha Amar Singh, Jodhpur, and Pandit Parshotam Rao, Sarola; who were new members. After four months the class was favourably reported on by Mr. Manners-Smith, and was made permanent.

The class is divided into two divisions, who come each for one hour from 9 to 10 A.M. twice a week—the first division on Tuesdays and Fridays, the second on Wednesdays and Saturdays.

Instruction begins with straight lines, and proceeds to curves, objects such as chairs, tables, vases, guns, pistols, &c.; then to shading, and little by little to advanced pencil studies of landscapes and animals. The pupil then proceeds to water-colours, beginning with monochromes, and continuing with neutral tints, and so on to advanced pictures. Copies are interspersed with drawings and paintings from nature.

The object aimed at is to teach the pupil to look for inspiration to nature and not to copies, and his interest is kept alive by setting him to work on subjects which all boys wish to draw and paint. The copies are chiefly taken from Vere Foster's Drawing Books and the South Kensington Cards.

Mr. Manners-Smith examined the boys on April 16th, 1894. He says:—

"Considering the short time the boys have learned, all the drawings are wonderfully good and carefully copied, and show that the boys possess considerable natural talent. I award the prize for advanced studies to Rajkanwar Ummed Singh of Shahpura. His copy of 'Harlech Castle' is particularly good. The outline copies are also very carefully done, and show that the boys have taken great interest and pains in their work. The first prize is awarded to Kanwar Narpat Singh of Purhat. The curves in his drawings are accurately drawn, and all the lines are clean and clearly defined. Thakur Hukm Singh of Bidasar

gets the second prize ; some of his curves are a little faulty, but his drawings show great care. The three boys in the second division have only had three and-a-half months' teaching; but the drawings are all promising, and with more tuition the boys should become good draughtsmen. The drawings submitted by Maharaja Jai Singh of Alwar are the best of the three in the second division, and he obtains the prize. He draws too quickly and without sufficient care, but has evidently a distinct taste for drawing, Amar Singh shows great improvement in the last few drawings he has made.

"By learning drawing, correctness of hand and eye, and method and neatness are gained, all of much value ; but the drawings I have examined also show that the boys, who have joined the class, have possessed a talent for drawing which has only required developing ; and Mr. Sherring is to be congratulated on the way he has taught, and the success obtained. Considering that none of the boys had probably ever made any attempt at drawing before the formation of the class, the result is all the more satisfactory and encouraging. The copies used are excellent."

Maharaj Kanwar Rajendra Narayan left the class in March 1894 in order to continue his education in England. H. H. Ganga Singh, Maharaja of Bikanir, Rajkanwars Ummed Singh and Sardar Singh of Shahpura left in October of the same year. All four were most promising pupils, and it is a great pity that their instruction in art was stopped so abruptly. Their places were taken by Thakur Fateh Singh of Dabla, and Rajkanwars Ranjit Singh and Raghunath Singh of Lunawara.

During the year the more advanced boys studied painting in neutral tints. Some sketches in colours were also made from nature. The Kotah, Udaipur, and Jhallawar houses, as being easily seen from the college verandahs, were taken as the subjects. Each boy had his best picture framed, and on the day for elocution, the pictures were put out to view

on the billiard table in the large central hall, and were much admired by the English visitors.

Mr. Manners-Smith again examined the class on April 17th, 1895. He says :—

"The drawings are on the whole very satisfactory. The following boys are the best in the order named : (1) Narpat Singh and Janak Singh. (2) Fateh Singh, Dabla. (3) Amar Singh.

"The drawings of Narpat Singh and Janak Singh are particularly good, and Fateh Singh, although he has learnt a year less than the others, shows great talent, and is a most promising pupil. Amar Singh's drawings are very nearly as good and are very neat and carefully done.

"As Narpat Singh and Janak Singh get prizes for sketches from nature and copies in neutral tint respectively, Fateh Singh gains the prize for pencil drawings.

"The drawings in neutral tint are wonderfully done considering that the boys have only commenced working in colour a short time. I award the prize to Janak Singh, and Amar Singh is highly commended.

"Five boys have tried their hand at sketches from nature. The best is by far Narpat Singh who gets the prize.

"Jai Singh has submitted a copy of a dog's head painted in oils, which I specially commend for a prize. Although a first attempt, it shows he has great aptitude for animal drawings and colour, and it is cleverly done.

"A great advance has been made since last year in the drawings, and Mr. Sherring must be again congratulated on the result."

In the same year the class was inspected by Mr. Thomson and favourably commented on in his report for 1894-95.

Kanwar Narpat Singh and Raja Janak Singh were promoted to the college class in July 1895, and studied drawing and painting for an hour every day. Their progress as a consequence was rapid, and if it had continued to the end of the session they would undoubtedly have turned out some

first class work. As it was they left in October to take over entire charge of their estates. Kanwar Narpat Singh, however, advanced a little way into oils and painted two respectable pictures.

In July Rao Raja Raghunath Singh of Bhartpur, Raja Samandar Singh of Weir, H. H. Raja Chura Chand Singh and Kanwar Digendra Singh of Manipur joined the class as beginners. They work very hard and enthusiastically, but so far the progress has not been great except in the case of Samandar Singh who has the hand, eye, and touch of an embryo artist.

Maharaja Jai Singh of Alwar was absent for two months on account of ill-health. The other boys have, however, made fair progress.

The class has been in existence for nearly two years. Hence we may conclude that the experimental stage has been passed. The Rajput prince with a light hand and correct eye can draw and paint as well as any English boy, if he is properly taught. He is very fond of form and colour, especially the latter, and though not very original, yet is a wonderful copyist. He is more patient, painstaking and docile than an English boy, and there is no reason whatever why he should not develop into a true artist, provided he is given the chance.

When passing judgment on the class, it must not be forgotten that this is the first attempt at teaching art to the princes of Rajputana. No previous generation has drawn a line or painted a square inch, so that the faculty for art with the college boys is entirely acquired and not in the least hereditary. Also that joining the class is optional. Either the boy wishes to join or his guardian insists on his learning. No selection of the fittest is made. Either the boy possesses the faculty, when he becomes a credit to the class, or he possesses it not, when the contrary occurs. In the latter case

his deficiency is no argument against his not joining; on the contrary there is all the more reason why he should join.

In Europe the study of art in some form is considered an essential part of every gentleman's education, and it is a pity that different views prevail in India. The majority of our boys, when they leave college, spend a rather lonely and monotonous existence in their villages among a handful of relations and friends. They cease to study, forget much of what they have learned, and having few, if any, accomplishments, the time occasionally hangs a little heavy on their hands. It is then that a knowledge of drawing and painting would serve them in good stead and help to pass pleasantly many an otherwise tedious hour. Like swimming, the art of drawing and painting once acquired is not easily forgotten. An Indian village is filled with artistic subjects. The thakur's family would take the greatest interest in the artistic efforts of their chief, and would give him every encouragement to proceed. Under these favourable circumstances, when our artist is once started along the upward path, who knows how far he will advance?

CHAPTER VII.

Public Recitations.

In his report on the college of April 1891, Mr. Giles says: "I am decidedly of opinion that English poetry should not be excluded from the school course. I believe that it would be popular with the boys, and I am sure that the careful recitation of poetry would be an effective aid to good pronunciation." These two sentences contain the germ of what has since grown into a regular annual function, "The elocution competition." As an immediate consequence poetry was introduced into the curriculum, the pieces learnt being taken from the class readers.

The next year Mr. Giles observed that the recitation throughout the school was, on the whole, creditable, and suggested that a prize in each class would stimulate the boys to take pains in the subject. A college poetry book was compiled under the direction of Colonel Loch, and in 1893 Mr. Giles was of opinion that the recitation of poetry was better than in the previous year, and that some of the boys recited not only correctly but with evident appreciation of the subject-matter.

Up to this time, however, the boys merely stood up and said their pieces straight through, making no attempt at elocution. In April a professional elocutionist came to the college and gave a performance. Whether it was on account of the enthusiasm he excited, or the natural love of poetry and declamation which resides in every Oriental breast and

which had been carefully cultivated during the previous two years, it is difficult to say, but a feeling spread among the boys that their efforts demanded a wider stage than the class-room. Some twenty of them learned up pieces and to the best of their ability gave the proper emphasis and gesticulation, and on April 28th, shortly after Mr. Giles's examination, Colonel Loch consented to allow them to give a public performance. The central hall is admirably adapted for this, as there is a dais at one end, and the arched roof gives resonance and volume to the voice. The boys assembled in the body of the hall seated in rows, and the reciters stood up one by one on the dais to do their best. Colonel Loch and the Head Master were the only Englishmen present. Maharaj Kanwar Rajendra Narayan of Kuch Behar was first with "Casabianca," though he was closely followed by Thakur Hari Singh of Mahajan who recited "To be or not to be."

The performance was a poor one compared to what has come after, but it was good as a first attempt. It proved conclusively that the talent for elocution lay dormant with many boys, only requiring proper training and encouragement for its due development. It also kindled the previous enthusiasm into full flame, and in school-boy parlance reciting became the rage. After the vacation diligent study went on, and on September 28th, 1893, a second performance was given. This time the following ladies and gentlemen were present in the character of judges: Colonel Loch, Mr. and Mrs. Manners-Smith, and Mr. and Mrs. Sherring. Each judge was provided with a programme and a pencil, and after each recitation marks were adjudged.

Maharaj Kanwar Rajendra Narayan of Kuch Behar again took the first prize. He had been educated by English tutors and governesses ever since he was a child, and this undoubtedly was a point in his favour. He recited "The Charge of the Light Brigade," a very favourite piece with

reciters, as it is short, easily learnt, and very effective. Rajendra, or Raji as he was generally called, recited it with great spirit and faultless accent. One had only to shut one's eyes to think it was an English boy speaking. His Highness The Maharaja of Bikanir was a good second with the "Saxon and the Gael," the lines in which Scott describes the combat between FitzJames and Roderick Dhu. This is a long piece and a difficult one, as the action all through is fast and furious. The Maharaja, however, rose to the occasion, forgot himself and his audience, saw only the combatants locked in their mortal struggle, and took his audience through the varying phases of their combat, with an appropriateness of gesture and vigour of speech that was simply wonderful when we remember how young he was at the time. These two boys were a head and shoulders above the rest. Maharaja Daulat Singh and Rao Raja Bhairo Singh made a brave attempt to recite Tennyson's "Revenge," the former giving the first-half, and the latter the second. Raj Kanwar Sardar Singh, though he had to struggle with a slight lisp, threw himself heart and soul into the "Glove and the Lions." Kanwar Narpat Singh had little chance of shewing his powers in the "Inchcape Rock," except at the end when the ship strikes and Sir Ralph tears his hair and beats his breast. This he delivered with the fervour of a true actor. But quite the event of the day after the two first pieces was Sahibzada Muhammad Din's "Evening Prayer." The piece was a short one from his reader. He was a mere child at the time, yet he stood up and prayed with an intensity that brought down the house. The lists of recitations with the marks gained and the names of the reciters will be found at the end of this chapter.

The next recitations were in April 1894. On this occasion the judges were Mr. Martindale, Commissioner of Ajmere-Merwara, Colonel Loch, Mr. and Mrs. Manners-Smith,

Mr. and Mrs. Sherring, Mrs. Conder, and the two Misses Conder. This being the third time both boys and instructor knew better what should be done and undoubtedly there was a great advance in proficiency. Maharaj Kanwar Rajendra Narayan, *who had learnt up a most effective* poem, and who might for the third time have taken the first prize, was withdrawn from the college to finish his education in England. Twelve boys, or more than half the reciters, gained over 70 per cent. of the marks. The boys competed in two divisions, and in each two prizes were given, which were gained by H. H. The Maharaja of Bikanir and Kanwar Narpat Singh in the first division, and Sahibzadas Muhammad Din Khan and Ahmad Din Khan in the second. The Maharaja stood easily first. His English was unexceptional in tone and accent, and he enacted the part of Lochinvar, the gay cavalier, with an energy, humour and abandon that gained him full marks with the majority of his judges. This time there was no conspicuous gap between any two boys, but from first to last the gradation was gradual. Kanwar Narpat Singh was a good second, and at his hands the combat between Roderick and FitzJames suffered nothing in point of action and spirit. Sahibzada Muhammad Din's "Glove and the Lions," coming from such a small boy, was a masterpiece. He is a born actor, is terribly in earnest, and from the first line to the last sees nothing but the scene he is striving to represent. Maharaja Daulat Singh's "Revenge" was a powerful and well sustained effort. The poem is twice as long as any of the others, and the strain upon the reciter's powers consequently considerably greater. Rao Raja Bhairo Singh was very tender and pathetic in his "Ginevra," and Sahibzada Ahmad Din Khan very dramatic in the death of "Lord Ullin's Daughter." On this occasion two and only two boys ventured into comedy, Kanwar Ram Singh and Thakur Hukm Singh, and as

English comedy is about four times more difficult to render than English tragedy, their efforts were really commendable. H. H. The Maharaja of Alwar recited for the first time, and would have gained better marks had his memory not failed him. The performance ended with the recitation of the National Anthem by Khuman Singh, all the audience of course standing, after which Mr. Martindale said a few kind words of commendation and encouragement.

The fourth recitation was in September 1894. Mr. Martindale was again present. The other judges were Colonel Loch, Mr. and Mrs. Sherring, Mrs. Melvill, Mrs. Erskine, Mrs. Conder, and the two Misses Conder. Maharaja Daulat Singh, Rao Raja Bhairo Singh and Kanwar Sardar Singh, who were among the first last time, were absent or had left the college. The Maharaja of Bikanir again stood first, though he was closely followed by Kanwar Narpat Singh. The poems which they recited are of great length, and owing to the variety of action, tone, and passion about the most difficult in the English language. Yet in spite of this one boy was only four short of full marks and the other only eleven. This was the last time the Maharaja recited at the college. He left at the end of the month, though he had not completed his fifteenth year. He had been in the first class only for three months. He has a sympathetic voice capable of great depth and variety of feeling, his action is graceful, and his English accent perfect. As a reciter he has only been equalled by Kanwar Narpat Singh. The latter's funeral oration over Cæsar's dead body was a fine display of acting and declamation. It is difficult to be moved to tears on the stage and yet at the same time not to move the audience to laughter. This Narpat Singh successfully accomplished. His speech was solemn tragedy all through, and the impression he made was great. This time four reciters ventured on comedy. Thakur Hukm Singh and

Kanwar Ram Singh were distinctly good in their parts, but the born comedians who moved every one to uncontrollable laughter were Sahibzada Muhammad Din and Kanwar Khuman Singh. The former describes a man baring his throat and sharpening his razor, and just when we expect him to cut his throat, he calmly proceeds to shave. The grimace and gesture in the last line were inimitable. Kanwar Khuman Singh has been called "Our local Toole." One cannot look at him without laughing. His face and posture are the essence of comedy, and when he told us that he did not know his name because he was one of twins, who got mixed in the cradle and one of them died, and they never knew which, so that he was not quite sure whether he ought to be dead or alive, the audience laughed most heartily. Both H. H. Maharaja Jai Singh of Alwar and Sahibzada Ahmad Din Khan had much improved in their elocution, and each recited with considerable dramatic skill. At the conclusion of the performance Mr. Martindale again very kindly addressed the boys. He said :—

"I trust, Colonel Loch, that you will allow me to express in a few words, on behalf of myself and your other guests, the pleasure which it has given us to be present at these recitations. It is just a year since we accepted your invitation to attend on a similar occasion. I remember well how I came prepared to listen, with some misgivings I must confess, to something little better than the usual style of school-boy recitals—narratives of how the boy stood, and the family numbered seven, and the pretty creature drank, repeated for the thousandth time in dreary monotone. I, and I am sure all those present who had not been admitted to full dress rehearsals, were most agreeably surprised by the success with which the boys reached a far higher standard. Macaulay, Tennyson, Shakespeare, Scott and others provided extracts, many of them markedly ambitious, which were rendered then as now in really excellent style. Several of the boys, and those not only

among the older lads, shewed not merely intelligence and keen appreciation, but also considerable dramatic power. In nearly every case the youthful orators were word perfect—no mean test in a foreign tongue; their enunciation was pure and clear. These results are, I think, conspicuously good, having regard to the fact that all the recitations were in English—an alien language.

"It is impossible, in my opinion, to emphasize too strongly the value of constant practice in this direction, especially considering the class of lads from which the Mayo College pupils are mostly drawn. Many of them are destined to be rulers of important states and estates, and to be brought into contact with British officers of position. It is of the first importance to them that they should have acquired in early youth the faculty of speaking with clear enunciation, free from *mauvaise honte*, on public occasions. It is almost a national misfortune to my mind that more pains are not taken to train English school-boys in the same way.

"The performances we have just heard reflect, allow me to add, credit not only on the lads themselves, but on the Head Master Mr. Sherring, and all concerned in their preparation. It only remains to wish all the boys the happiest of holidays, and to express my hope that we shall be able to hear them recite again next year."

The last recitations were given in April 1895. Mr. Thomson, of the Agra College, who had been examining the classes, was present. The other judges were Colonel Loch, Mr. and Mrs. Manners-Smith, Mrs. Acklom, the two Misses Acklom, Mr. Clogstoun, and Mr. Sherring. On this occasion the boys competed in three divisions with a prize for each. Kanwar Narpat Singh gave two recitations, and in the absence of the Maharaja of Bikanir was easily first. For the first time he recited a comic piece, and was even more successful at this than in tragedy. The "Pied Piper" contains over 200 lines and takes a quarter of an hour to recite. Moods of tragedy and comedy are freely and abruptly

intermixed, and the strain on the memory and the dramatic powers is great. Thakur Hukm Singh and Kanwar Ram Singh again strove to move our laughter and succeeded fairly well. In Khuman Singh's case there was no striving at all. We began to laugh directly he turned his face upon us ; and when he told us how he had something on his breast, not caused by loss of friends or riches but by the cucumber he could not digest, the applause was deafening. H. H. The Maharaja of Alwar made a grand effort in the battle of the "Lake Regillus ;" there was a fire in his eye and a ring in his voice which showed that he fully realised and appreciated the stirring scenes he was describing. In the third division Ranjit Singh recited the "Sands of Dee" with a simple pathos that was very touching.

H. H. Maharaja Jai Singh of Alwar was so carried away with enthusiasm for elocution, that during his stay at Mount Abu in the hot weather, he gave a performance of his own, to which the Agent to the Governor-General and the station people generally were invited. He was assisted by H. H. The Maharaja of Bikanir with the "Death of Marmion," and Babha Amar Singh of Jodhpur and other sardars. He himself recited the "Lake Regillus," was vociferously encored and responded with the "Inchcape Rock." Colonel Abbott, then the Agent to the Governor-General, commenting on Mr. Thomson's report, says in reference to the Alwar entertainment : "Mr. Thomson's admiration for the recitation he heard can, to some extent, be appreciated by the Officiating Agent to the Governor-General, who has recently been afforded the pleasant opportunity of hearing some of the reciters."

To prepare for a recitation takes from two to three months' hard work. The boys come to the Head Master for an hour a day, and are taught first the meaning and the spirit of the poem and then every tone, look and gesture. They are very

quick to learn, and if the talent for elocution is there, it very soon asserts itself. The first feeling of awkwardness and shyness soon wears off as the boy recites first alone to his tutor, then to his class, then rehearses in the central hall, and finally faces his audience. Orientals are naturally more dramatic and oratorical than English people, and it is doubtful whether English boys would learn what was wanted of them or be so free from *mauvaise honte* as are the Mayo boys. Recitation is entirely optional. Any boy who wishes may perform. Those who succeed best are invariably those who, apart from the oratorical faculty, have handsome faces, well proportioned figures, and good and sympathetic voices. To many of the boys who have to perform public functions in after-life, the study of elocution is of the greatest use, as it teaches them to keep their presence of mind in face of an audience.

POETRY RECITATIONS, SEPTEMBER 1893.

Order of Merit.	Reciter.	Poem.	Full marks 90.
1	Maharaj Kanwar Raj Rajendra Narayan of Kuch Behar, 3rd class.	The Charge of the Light Brigade. *Tennyson.*	86. Prize.
2	H. H. Maharaja Ganga Singh of Bikanir, 2nd class.	The Saxon and the Gael. *Scott.*	82
3	Maharaj Daulat Singh of Jodhpur, 1st class.	The Revenge. *Tennyson*	64½
4	Raj Kanwar Sardar Singh of Shahpura, 3rd class.	The Glove and the Lions. *Hunt.*	62½
5	Kanwar Narpat Singh of Purhat, 2nd class.	The Inchcape Rock. *Southey.*	60½

POETRY RECITATIONS, SEPTEMBER 1893—(*Contd.*)

Order of Merit.	Reciter.	Poem.	Full marks 90.
6	Rao Raja Bhairo Singh of Jodhpur, 1st class.	The Revenge. *Tennyson.*	55½
7	Sahibzada Muhammad Din Khan of Tonk, 6th class.	The Stars. Evening Prayer.	51½
8	Sahibzadah Muhammad Amanat-ullah Khan of Tonk, 5th class.	The Charge of the Light Brigade. *Tennyson.*	47½
9	Thakur Hukm Singh of Bidasar, Bikanir, 4th class.	Casabianca. *Mrs. Hemans.*	47
10	Kanwar Bakhtawar Singh of Bera, Jodhpur, Forest class.	The Burial of Sir John Moore. *Wolfe.*	44
11	Thakur Sheo Singh of Alniawas, Jodhpur, 3rd class.	Lord Ullin's Daughter. *Campbell.*	43½
12	Thakur Sheodan Singh of Sarthal, Jhallawar, 5th class.	After Blenheim. *Southey*	39½
13	Parshotam Rao of Sarola, Kotah, 6th class.	Lucy Gray. *Wordsworth*	35½
14	Kanwar Khuman Singh of Dabri, Kotah, 6th class.	Lucy Gray. *Wordsworth*	34½
14	Maharaja Zorawar Singh of Sangod, Kotah, 6th class.	The Stars ...	34½
16	Kanwar Ganga Singh of Bamori, Jhallawar, 6th class.	Lucy Gray. *Wordsworth*	34
17	Kanwar Pratap Singh of Kundla, Jhallawar, 5th class.	Humanity towards Insects. *Gisborne.* We are Seven. *Wordsworth.*	31½
18	Thakur Gopal Singh of Gundoj, Jodhpur, 5th class.	Humanity towards Insects. *Gisborne.*	30½

POETRY RECITATIONS, SEPTEMBER 1893—(*Concld.*)

Order of Merit.	Reciter.	Poem.	Full marks 90.
19	Sahibzadah Muhammad Abdul Wahid Khan of Tonk, 3rd class.	The Old Man's Comforts. *Southey.*	27½
20	Kanwar Madhav Singh of Arnia, Tonk, 5th class.	After Blenheim. *Southey*	24
21	Maharaja Shankar Singh of Ratawad, Kotah, 7th class.	Selection from Orient Primer.	15

POETRY RECITATIONS, APRIL 1894.

Order of Merit.	Reciter.	Poem.	Full marks 135.
1	H. H. Maharaja Ganga Singh of Bikanir, 2nd class.	Young Lochinvar. *Scott.*	132 Prize.
2	Kanwar Narpat Singh of Purhat, 2nd class	The Saxon and the Gael. *Scott.*	121 ,,
3	Sahibzadah Muhammad Din Khan of Tonk, 6th class.	The Glove and the Lions. *Hunt.*	118 ,,
4	Maharaj Daulat Singh of Jodhpur, 1st class.	The Revenge. *Tennyson*	117
5	Rao Rajah Bhairun Singh of Jodhpur, 1st class.	Ginevra. *Rogers.*	110
6	Sahibzadah Ahmad Din Khan of Tonk, 5th class.	Lord Ullin's Daughter. *Campbell.*	107½ Prize.
7	Kanwar Ram Singh of Nizamnagar, Alwar, 2nd class.	The Bold Dragoon.	104

POETRY RECITATIONS, APRIL 1894—(*Contd.*)

Order of Merit.	Reciter.	Poem.	Full marks 135.
8	Raj Kanwar Sardar Singh of Shahpura, 3rd class.	The French at Ratisbon. *Browning.*	101
	Sahibzadah Muhammad Amanat-ul-lah Khan of Tonk, 5th class.	The Story of Gelert. *Spencer.*	101
10	Thakur Hukm Singh of Bidasar, Bikanir, 4th class.	The Well of St. Keyne. *Southey.*	98
	Thakur Sheo Singh of Alniawas, Jodhpur, 3rd class.	The Gladiator. *Byron.*	98
12	Parshotam Rao of Sarola, Kotah, 6th class.	The Charge of the Light Brigade. *Tennyson.*	95
13	Rao Rajah Bishen Singh of Jodhpur, 5th class.	The Burial of Sir John Moore. *Wolfe.*	86½
14	Kanwar Khuman Singh of Dabri, Kotah, 6th class.	The National Anthem	84½
15	Kanwar Ganga Singh of Bamori, Jhallawar, 6th class.	The Charge of the Light Brigade. *Tennyson.*	83½
16	H. H. Maharaja Jey Singh of Alwar, 5th class.	The Inchcape Rock. *Southey.*	77
17	Babha Amar Singh of Jodhpur, 6th class.	Hohenlinden. *Campbell.*	76½
18	Kanwar Chhotu Singh of Shahpura, 4th class.	Casabianca. *Mrs. Hemans.*	74½
19	Maharaja Bhawani Singh of Sangod, Kotah, 4th class.	Casabianca. *Mrs. Hemans.*	73
20	Maharaja Shankar Singh of Ratawad, Kotah, 7th class.	The Stars.	62

POETRY RECITATIONS, APRIL 1894—(*Concld.*)

Order of Merit.	Reciter.	Poem.	Full marks 135.
21	Kanwar Madhav Singh of Arnia, Tonk, 5th class	After Blenheim. *Southey.*	61
22	Thakur Sheodan Singh of Sarthal, Jhallawar, 5th class.	Casabianca. *Mrs. Hemans.*	57
23	Thakur Shankar Singh of Govindgarh, Ajmere, 7th class.	Lucy Gray. *Wordsworth*	46
	Maharaj Kanwar Raj Rajendra Narayan of Kuch Behar.	The Death of DeBoune. *Scott.*	Absent.

The College, I, II, III and IV classes comprised the First Division; and the V, VI and VII, the Second.

POETRY RECITATIONS, SEPTEMBER 1894.

Order of Merit.	Reciter.	Poem.	Full marks 120.
1	H. H. Maharaja Ganga Singh of Bikanir, 1st class.	The Death of Marmion *Scott.*	116 Prize.
2	Kanwar Narpat Singh of Purhat, 1st class.	Antony's Funeral Oration. *Shakespeare.*	109
3	Thakur Hukm Singh of Bidasar, Bikanir, 3rd class.	Rabelais and the Lampreys. *Horace Smith.*	86
4	Kanwar Ram Singh of Nizamnagar, Alwar, 1st class.	The Yarn of the "Nancy Bell." *W. S. Gilbert*	85
5	Thakur Sheo Singh of Alniawas, Jodhpur, 2nd class.	The Parting of Marmion and Douglas. *Scott.*	75

POETRY RECITATIONS, SEPTEMBER 1894—(*Contd.*)

Order of Merit.	Reciter.	Poem.	Full marks 120.
6	Kanwar Takht Singh of Alsar, Bikanir, 3rd class.	Battle of Hohenlinden. *Campbell.*	57
1	Sahibzadah Muhammad Din Khan of Tonk, 5th class	The Alarm.	110 Prize.
2	H. H. Maharaja Jey Singh of Alwar, 4th class.	The French at Ratisbon. *Browning.*	101
2	Sahibzadah Ahmad Din Khan of Tonk, 4th class.	Barbara Frietchie.	101
4	Sahibzadah Muhammad Amanat-ul-lah Khan of Tonk, 4th class.	The Fall of D'Assas. *Hemans.*	90
5	Babha Amar Singh of Jodhpur, 5th class.	The Slave's Dream. *Longfellow.*	84
6	Kanwar Khuman Singh of Dabri, Kotah, 5th class.	The Puzzled Dutchman. *Adams.*	83
7	Kanwar Ranjit Singh of Kushalgarh, 7th class.	The Stars.	77
8	Kanwar Ganga Singh of Bamori, Jhallawar, 6th class.	The Charge of the Light Brigade. *Tennyson.*	74
9	Parshotam Rao of Sarola, Kotah, 5th class.	Abou Ben Adhem and the Angel. *Leigh Hunt.*	67
10	Thakur Gopal Singh of Gundoj, Jodhpur, 5th class.	Humanity towards Insects. *Gisborne.*	57
11	Rao Rai Singh of Satola, Udaipur, 7th class.	Selection from the Orient Primer.	49
12	Kanwar Lachman Singh of Rupaheli, Udaipur, 7th class.	Selection from the Orient Primer.	47

POETRY RECITATIONS, SEPTEMBER 1894—(*Concld.*)

Order of Merit.	Reciter.	Poem.	Full marks 120.
13	Kanwar Madhav Singh of Arnia, Tonk, 5th class.	Lucy Gray. *Wordsworth.*	26
	Raj Kanwar Sardar Singh of Shahpura, 2nd class.	The Death of DeBoune. *Scott.*	Absent.

The I, II and III classes comprised the First Division; the IV, V, VI and VII, the Second.

POETRY RECITATIONS, APRIL 1895.

Division.	Order of Merit.	Reciter.	Poem.	Full marks 110.
I.	1	Kanwar Narpat Singh of Purhat, 1st class	The Pied Piper of Hamelin. *Browning.*	107 Prize.
	2	Kanwar Narpat Singh of Purhat, 1st class.	Antony's Funeral Oration *Shakespeare*	97
	3	Thakur Hukm Singh of Bidasar, Bikanir, 3rd class.	The Ghost that Jim saw. *Bret Harte.*	82
	4	Kanwar Ram Singh of Nizamnagar, 1st class.	Reuben Pettingill *or* The Student of Pyrotechny. *Artemus Ward.*	71·5
	5	Thakur Sheo Singh of Alniawas, Jodhpur, 2nd class.	How they brought the good news from Ghent to Aix. *Browning.*	70
II.	1	H. H Maharaja Jey Singh of Alwar, 4th class.	The Battle of the Lake Regillus. *Lord Macaulay.*	95 Prize.

POETRY RECITATIONS, APRIL 1895—(*Contd.*)

Division.	Order of Merit.	Reciter.	Poem.	Full marks 110.
II.	2	Sahibzadah Ahmad Din Khan of Tonk, 4th class.	Barbara Frietchie. *Whittier.*	86
	3	Sahibzadah Muhammad Amanat-ul-lah Khan of Tonk, 4th class.	The Glove and the Lions. *Leigh Hunt.*	84
	4	Kanwar Khuman Singh of Dabri, Kotah, 5th class.	The Confession. *Thomas Ingoldsby.*	82·5
	5	Babha Amar Singh of Jodhpur, 5th class	The Knight's Leap. *Kingsley.*	81
	6	Rao Raja Bishen Singh of Jodhpur, 4th class.	The Well of St. Keyne *Southey.*	71·5
	6	Maharaj Kanwar Ranjit Singh of Lunawara, 5th class.	Killed at the Ford. *Longfellow.*	71·5
	8	Parshotam Rao of Sarola, Kotah, 5th class.	Hannibal's Oath. *Landon.*	69
	9	Rao Rajah Fateh Singh of Jodhpur, 5th class.	Casabianca. *Mrs. Hemans.*	64
	10	ThakurGopalSingh of Gundoj, Jodhpur, 5th class.	Ozymandias of Egypt. *Shelley.*	60
	11	Kanwar Madhav Singh of Arma, Tonk, 5th class	The Parrot. *Campbell*	52
III.	1	Kanwar Ranjit Singh of Kushalgarh, 7th class.	The Sands of Dee. *Kingsley.*	91 Prize.
	2	Rao Rai Singh of Satola, Udaipur, 7th class.	The Stars.	70

POETRY RECITATIONS, APRIL 1895—(*Concld.*)

Division.	Order of Merit.	Reciter.	Poem.	Full marks 110.
III	3	Raj Kanwar Raghunath Singh of Lunawara, 6th class.	Alexander the Great's Will. *Trench.*	67
	4	Kanwar Jog Singh of Bijapur, Jodhpur, 6th class.	The Widow Bird. *Shelley.*	66
	5	Thakur Hari Singh of Satasar, Bikanir, 6th class.	National Anthem.	65·5
	6	Maharaja Shankar Singh of Ratawad, Kotah, 7th class.	Lucy Gray. *Wordsworth.*	55

The I, II and III classes comprised the First Division; the IV and V the Second; and the VI and VII the Third.

CHAPTER VIII.

Rules for the Administration of the Mayo College.

I. The governing body called the Council will be constituted as follows :—

President :

The Viceroy.

Vice-President and Visitor :

The Agent to the Governor-General for Rajputana and Chief Commissioner, Ajmere.

Members :

The Commissioner of Ajmere.
The Maharana of Udaipur.
The Maharaja of Jaipur.
The Maharaja of Jodhpur.
The Maharao of Kotah.
The Maharaja of Alwar.
The Maharaja of Bhartpur.
The Maharaj Rana of Jhallawar.
The Maharaja of Bikanir.
The Nawab of Tonk.
The Maharaja of Bundi.
The Maharaja of Karauli.
The Maharaja of Partabgarh.
The Maharaja of Kishengarh.
The Maharaja of Sirohi.
The Maharaja of Banswara.

The Maharawal of Jaisalmir.
The Maharawal of Dungarpur.
The Political Agents accredited to their States.

Secretary :

The Principal.

II. A Committee of this Council will meet once every three months at the college, and the Chiefs of Rajputana who have subscribed are authorized to depute to this Committee as their representatives any person of proper rank and capacity, whose deputation is approved by the Political Agent.

III. At these quarterly meetings the administrative business of the college will be transacted, and orders passed on any matters not of the first importance that may come before the Committee.

The Vice-President will fix the date of these meetings and will also have power to call extraordinary meetings. Five members, including the Vice-President, to form a quorum.

IV. A general meeting of the Council will take place about the close of each calendar year to receive the Principal's annual report, test the proficiency of the pupils, inspect the accounts for the past year, discuss the budget estimate for the next year, and submit it for the approval of the President with a report on the state of the college.

V. Seven members will form a quorum. In the absence of the Vice-President, the Commissioner of Ajmere will preside, in which case the proceedings of the Council will be forwarded to the Vice-President.

VI. The current executive government of the college will be in the hands of the Principal in direct subordination to the Vice-President. Subject to this approval, the Principal is empowered to make such rules and regulations for the

internal discipline, economy and course of study, as may appear advisable.

VII. The right of nominating pupils to the college lies in the first instance with the contributors to the endowment; the Government of India being represented for Ajmere by the Commissioner of Ajmere.

VIII. In the case of a minority, the right of nomineeship is vested in the durbar.

IX. The names of all nominees must be submitted through the Political Agent to the Vice-President, and his sanction obtained before the pupil is sent to the college. Nominees must belong to families resident within Rajputana, though the Government of India may under special circumstances nominate any one.

X. Nominees will be admissible between the ages of 8 and 15 only. For the present, there will be no prescribed age for quitting the college.

XI. The Principal will have the power of dismissing any pupil to his home, who shall have been guilty of such conduct, as may appear to render an example necessary; but under ordinary circumstances, no pupil will be removed without the order of the Vice-President.

XII. Each State is required to depute a pandit or other competent person, approved by the Political Agent and the Principal, to take charge of its pupils when not actually engaged in study or out-door discipline. He will reside at the boarding-house which will be entirely under his control, subject to the general supervision of the Principal, to whom he will be responsible for the cleanliness and good order of the building, out-offices and precincts; for the orderly conduct of the native followers, and for the observance of college rules by the pupils. Any misbehaviour on the part of the latter must, however, be reported to the Principal, in whose hands alone rests the power of punishment or reprimand.

XIII. All arrangements regarding the expenditure of the boarding-house must be settled by the pandit in charge on account of his State.

XIV. The pandit in charge and each pupil will be allowed four private servants, exclusive of stable attendants, and will be expected to keep one riding horse. Should the Political Agent of the State see reason to allow this number of attendants or horses to be increased in particular cases, the special sanction of the Agent to the Governor-General must be obtained; but a carriage or carriages, in the proportion of one to three or four boys with a corresponding number of horses, may be kept for use of the pupils by the State.

XV. In addition to any number of *bhistis*, sweepers and *farrashes* considered necessary (one of each at least), it is expected that each State will maintain a gardener and two coolies to keep the space of ground allotted to its boarding house in proper order.

It is hoped, however, that this number will be voluntarily exceeded, and no pains spared to do justice to the ornamental character of the buildings by grouping around them gardens and shrubberies. A *chaukidar* should be kept for each boarding house; but no military guard from the State can be permitted.

XVI. Each pupil will pay in advance Rs. 50 per annum for books and stationery. The surplus, if any, will be devoted to the gradual formation of a College Library.

Each pupil will also pay a small fixed sum for medical attendance to himself and his followers. These two are the only charges leviable from pupils.

XVII. There will be two vacations in the year of two months in summer, and 35 days in autumn for Dasehra and Dewali; but in the case of boys whose homes are far from the college a few extra days may be granted at the

discretion of the Principal. The following holidays will also be observed:—

HOLIDAYS.

(The dates for 1895-96 are given. They are not of course the same year by year, but vary according to the calendar.)

Holi	... 11th March 1895	... 1 day.
Last Friday of the Ramzan...	22nd „ „	... 1 „
Thapna Nauratri ...	... 27th „ „	... 1 „
Idul Fitar ...	... 28th „ „	. 1 „
Durga Ashtami ...	... 3rd April „	... 1 „
Summer Vacation...	... 1st May to 30th June	... 61 days.
Last day of Moharram	... 4th July 1895	... 1 day.
Rakhi	... 5th August „	... 1 „
Janama Ashtami ...	... 13 & 14th August 1895	... 2 days.
Jaljhulni ...	... 30th August 1895	... ½ day.
Barawafat ...	... 2nd Sept. „	... 1 „
Anant Chaudas ...	... 3rd „ „	... 1 „
Dasehra Vacation...	... 19th Sept. to 23rd Oct. 1895	... 35 days.
Pushkar Holidays	... 1st and 2nd Nov. „	... 2 „
Christmas Holidays	... 25th Dec. 1895 to 1st Jany. 1896	8 „
Shabibarat ...	... 30th Jany. 1896	... 1 day.
Shiva Ratri ...	... 11th Feby. „	... 1 „
Holi	... 28th „ „	... 1 „
Lunar Eclipse ...	... 29th „ „	... 1 „
	Total	... 121½ days.

PROCEEDINGS OF THE FIRST COUNCIL OF THE MAYO COLLEGE, HELD AT THE VICEREGAL CAMP, DELHI, JANUARY 4TH, 1877.

Present:

H. E. the Right Honourable Lord Lytton, G.M.S.I., Viceroy and Governor-General of India—*President.*

Major C. K. M. Walter, Officiating Agent to the Governor-General, Rajputana—*Vice-President.*

Members of the College Council.

H. H. the Maharana of Udaipur.
H. H. the Maharaja of Jodhpur.
H. H. the Maharaja of Bhartpur.
H. H. the Maharaja of Karauli.
H. H. the Maharaja of Kishengarh.
H. H. the Maharao Raja Mangal Singh of Alwar.
H. H. the Nawab of Tonk.
Lieut.-Col. E. C. Impey, Resident, Udaipur.
Leslie S. Saunders, Esq., Commissioner, Ajmere.
Major T. Cadell, V.C., Political Agent, Alwar.
Lieut.-Col. S. C. Berkeley, Political Agent, Haraoti.
Capt. C. A. Bayley, Offg. Political Agent, Jaipur.
Major O. St. John, Principal, Mayo College—*Secretary.*

In opening the proceedings H. E. the President expressed his pleasure at being able to preside at this the first Council of the Mayo College, an institution in which he took the warmest interest. His Excellency then declared the Council open.

A report on the state of the college was then submitted and read by the Secretary, shewing that the college was open for pupils in October 1875, when H. H. the Maharao Raja Mangal Singh of Alwar joined as the first pupil ; that at the end of the first term it numbered 23 pupils, afterwards increased to 33 ; that accommodation was or shortly would be ready for 60 ; thus leaving vacancies for 27, which it was hoped would ere long be filled up.

Proposed by the Vice-President and seconded by Lieut.-Col. Impey that the annual vacation be fixed at a single term of three months in the hot season.

H. H. the Maharaja of Kishengarh moved an amendment to the effect that there be a summer vacation of two months and a winter vacation of one month. A discussion ensued in which their Highnesses of Udaipur and Jodhpur, Lieut.-Col. Impey and Major Cadell joined. On the one side it

was urged that the experience of the past year showed the great difficulty of retaining the boys after the hot weather had set in, and of procuring their return before the commencement of the rains. In addition the great distance from which many come involves the expenditure of a month on the road. On the other hand, it was put forward that the younger pupils would forget much that they had learned during so long a recess as three months.

On the question being put by the President the amendment of the Maharaja of Kishengarh was negatived by 7 votes to 6, and the original proposition declared carried.

H. H. the Maharao Raja of Alwar then rose, and through Major Cadell expressed his wish to show his interest in the college and his gratitude for the benefit he had derived from his residence there during the previous year and a half, by presenting a pair of iron gates to be erected at the principal entrance.

Proposed by H. E. the President and seconded by the Vice-President, that His Highness' offer be accepted, and that a vote of thanks be given for His Highness' munificent gift. Carried *nem con.*

The designs of the college proposed by Major Mant, R.E., and approved by the Government of India were then exhibited by Lieut.-Col. Williams, Superintendent of Works. Photographs of the statue of the late Lord Mayo to be erected in the central hall, and of the residences and other buildings in the college grounds were also shown.

H. E. the President in dissolving the Council expressed his pleasure at having had it in his power to meet the Chiefs of Rajputana on the occasion. He regretted that they had been deprived of the valuable assistance of H. H. Maharaja Ram Singh of Jaipur, who was prevented by illness from being present. He also regretted that his opportunities of meeting the Council would necessarily be so few, but he trusted that the

members would often meet under the presidency of the Agent to the Governor-General, and he assured them that he should never cease to take the warmest interest in their proceedings, and in the welfare of the institution under their government, of the success of which there would now be no doubt.

The Vice-President then moved a vote of thanks to H. E. the President for his kindness in presiding at this the first meeting of the College Council, which being unanimously carried the Council dissolved.

PROCEEDINGS OF THE SECOND COUNCIL OF THE MAYO COLLEGE, HELD AT AJMERE, MARCH 21ST AND 22ND, 1888.

Present.

Vice-President:

Col. C. K. M. Walter, Agent to the Governor-General, Rajputana.

Political Officers.

1. F. Henvey, Esq., I.C.S., Resident, Jaipur.
2. Col. P. W. Powlett, Resident, Western Rajputana States.
3. Lieut.-Col. G. H. Trevor, Commissioner, Ajmere-Merwara.
4. Colonel J. Biddulph, Political Agent, Haraoti and Tonk.
5. Lieut.-Col. H. B. Abbott, Political Superintendent, Jhallawar.
6. Major N. C. Martelli, Political Agent, Eastern States.
7. Major E. A. Fraser, First Assistant, Agent Governor-General.

Secretary:

Lieut.-Col. William Loch, A.-D.-C., Principal.

Representatives of Native Chiefs.

1. Jodhpur, Maharaj Dhiraj Colonel Sir Partap Singh, K.C.S.I., and Kulla Chuttur Bhuj.
2. Udaipur, Rao Bahadur Takht Singh of Bedla.

3. Jaipur, Babu Kanti Chandar Mukerji, Rai Bahadur.
4. Kotah, Maharaj Chagan Singh.
5. Alwar, Thakur Mangal Singh, Rai Bahadur.
6. Bhartpur, Bakshi Sawai Singh.
7. Jhallawar, Dhabai Har Lal.
8. Bikanir, Seth Nemi Chand.
9. Tonk, Sahibzadah Ahmed Yar Khan.
10. Bundi, Thakur Hanwat Singh and Bohra Ratan Lal.
11. Karauli, Kanwar Sujan Pal.
12. Partabgarh, Mr. Framji Bhikaji.
13. Kishengarh, Babu Sham Sunder Lal.
14. Sirohi, Prohit Sarup Ram.

It was resolved that the salary of the present Principal be raised to Rs. 1,350 per mensem. Owing to the curtailment of the Government grant, the college would have to bear an extra charge of Rs. 350 × 12 = Rs. 4,200, + Rs. 700 on account of contribution towards pension and leave allowances. Total Rs. 4,900.

The Principal suggested the following alterations in the pay of the teaching staff :—

	Rs.	Rs.
2nd English master ...	50	150
3rd "	40	120
4th "	40	100
5th "	35	80
6th "	30	70
7th "	20	60
8th "	20	50
2nd Hindi teacher ...	20	50
3rd " " ...	20	30
2nd Urdu teacher ...	25	50
Total ...	800	1,260

an extra monthly charge of Rs. 460 or Rs. 5,520 per annum.

The Principal also suggested that the appointments on the teaching staff be pensionary (two, *viz.*, that of the Head Pandit and Head Moulvi already being so). The contributions would amount to Rs. 243-5-4 per mensem or Rs. 2,920 per annum, less Rs. 240 already paid on account of the Pandit and Moulvi, or a net increase of Rs. 2,680.

It was resolved that these matters be referred to a committee to be appointed by the Agent, Governor-General.

It was also resolved that whatever additional funds were required for the college should be provided by the States in proportion to their original donations, either in lump sums, or by annual contributions equivalent to the interest at four per cent. on the lump sum if commuted.

As it would be necessary to discharge some of the present members of the Teaching Staff and replace them by more efficient masters, it was resolved that gratuities according to Government rules be granted to those dismissed.

The former scale of vacations and holidays was set aside in favour of the present one, and it was resolved that no leave be granted to any pupil, except under special circumstances, without the written recommendation of the durbar to which the applicant belongs.

The Rules and Regulations of the college were revised.

The Principal reported that the donations to the Temple Fund had reached Rs. 4,191-7-6, and that a further sum of Rs. 3,000 would be expended by Mahant Deva Das on the purchase of the images of the deities Ram Chandra, Lakshmi, Shiva, Parbati, Ganesh, and Nandi, together with their dresses and jewellery, and also in the expenses of the ceremony of Pratishta. It was, however, decided that no temple or mosque be constructed within the college grounds.

In conclusion it was resolved that the Committee should consider and report what arrangements should be made for the independent examination of the students by a staff of

outside examiners, and what fees should be paid to the examiners.

GENERAL REMARKS.

The governing body consists of a Council composed of His Excellency the Viceroy as President, the Agent, Governor-General, Rajputana, as Vice-President, and 28 members, *viz.*, 17 ruling chiefs (only Dholpur and Shahpura are omitted) and 11 political officers. The Principal is the Secretary. This Council has met only twice in 1877 with the Earl of Lytton as President, and in 1888 with Colonel Walter as Vice-President.

Rules 2, 3, 4 and 5 of foundation have always been in abeyance. The expense and trouble of carrying them out are too great to render them practicable. The government of the college is actually carried on by the Principal and the Agent to the Governor-General.

Rule 10 has also never been acted upon. Many boys have joined at the age of seven, and Kanwar Pirthi Singh of Banswara was only six when he entered. On the other hand, especially during the first ten years, several youths entered who were well over 16. This still does occasionally happen, but not so often.

Rule 11 as regards expulsion of a boy for bad conduct has only once been acted upon. If a youth thought he would be sent home, should his conduct be not all that is desirable, he might not be so careful of walking in the right path as he is now.

Rule 12 invests all punishment in the hands of the Principal. The head master of a public school in England would be amazed to learn how little punishment is required from year to year in the Mayo College. His pride is the most important attribute of a Rajput chief. This he never forgets, and will do almost anything to escape from a position in which his dignity will be lowered. From his childhood he

has been surrounded by a miniature court who have looked up to him as their head, and by whom his commands have been obeyed almost unquestioned. Consequently he has a very great opinion of himself, and is keenly alive to ridicule and insult. When he enters the college at the age of eight he is as self-possessed and dignified as an English youth of double his age. A boy like this is much easier to manage than his British *confrère*. If the latter is kept in for an hour to learn a neglected lesson, he looks upon the detention only as a bore; the former thinks little of the inconvenience caused, but the humiliation touches him to the quick.

During twenty years corporal punishment has never once been resorted to. What English public school can say as much? The commonest offence, as in England, is not learning lessons. For this a boy is kept in, or is debarred from the play-ground. If he wilfully plays truant at his home, he is kept at the college for a week or two during the holidays when the other boys have gone away. If he does anything disgraceful, such as telling a lie, he is put in coventry, and this is the severest penalty ever inflicted. It is equivalent to being put out of caste, and is peculiarly adapted as a deterrent to a country like India where the caste system is universal. The offender is forbidden to join in any game; no boy is allowed to speak to him, and even his own servants must hold no communication with him, beyond giving him his meals. A few days of this will bring the most stubborn offender to a due sense of his iniquity. But on the average it is seldom that twenty boys are punished by light or heavy penalties during the nine months of annual session. Yet the discipline maintained is very strict. An order is an order, and a rule a rule, and both must be obeyed or the offender take the consequences.

If there are two features which more than others distinguish the Mayo College they are, first, the wonderfully good health

of the establishment, and secondly, the strict discipline combined with practical absence of punishment. The boys may be easy to manage, and Ajmere may be a healthy place, but when full allowance is given to these two facts there still remain the constant care and watchfulness of Colonel Loch, and the admirable tact with which he combines gentleness with firmness, and it is this care and tact which are the predominating factors in making the Mayo College the thoroughly successful institution it has become. To ensure obedience by a look, and by prestige alone to enforce discipline, even when one is absent, are invaluable attributes for the head of a great institution, and they are possessed by few to the same degree as by the present Principal of the Mayo College.

Rules 12, 13 and 14 refer to the appointment of resident motamids or guardians of whom there is one over each boarding-house. At 1 P.M. daily, with the exception of Sundays and whole holidays, Colonel Loch holds a durbar of motamids in the central hall, when each makes his report, and the ordinary business with regard to their charges is transacted. Should, however, anything special occur during the day, immediate report is made to the Principal.

Rule 15 has been complied with in the most gratifying way by the different States. Each residence has now a garden, a lawn and hedge, with a staff of gardeners, *bhistis*, &c., six or seven to each house, in all some 70 men for the ten residences.

With regard to Rule 16 the second sum was never levied from the pupils, but the single subscription of Rs. 50 has been made to cover book, play and medical expenses. If we look into details we shall find this is a small sum to go so far. Most of the boys are promoted every year and require an entirely new set of books. Besides these they require during the year paper, pen, ink, pencils, copy-books, exercise books, &c. The in-door games supplied are billiards, chess, draughts, dominoes, halma, reversi, &c. The first, with

a marker at Rs. 8 a month, and the cost of cloth, cues and balls is the most expensive, but even the others must be renewed from time to time. The out-door games are cricket, polo, tennis, rackets, rounders and hockey. In the first there are three divisions who play or practise every day in the year except on Sundays and holidays. To keep them supplied with bats, balls, stumps, to say nothing of ground bowlers and the expense of home and foreign matches, costs a large sum of money. Tennis and rackets are also very expensive games, and even rounders and hockey cannot be played for nothing. The boys are fortunately very healthy, but occasionally they and more so their followers need medicines. The salaries of the hospital assistant and his dresser have also to be found. Wonders are done with this small fund, but miracles are impossible. As a result the necessaries of college life, the stationery, books, medicines, are supplied in abundance, but the luxuries are somewhat starved. Tennis, rackets and even cricket would be the better for a little more money; and as for any new games not yet introduced, such as golf or badminton, their introduction for want of means is impossible. In this connection it would be well to remember that the Ajmere Club charges its members Rs. 48 a year for two games, tennis and badminton alone.

With regard to the holidays, the total amounts to 121½ days. Adding to this 36 Sundays we get a grand total of 157½ holidays and 207½ working days. The schools and colleges of England during the year give 3½ months' holiday or 105 days, and in addition 37 Sundays, making 142 holidays and 223 working days. In comparison the Mayo College gets a fortnight more holiday; but, on the other hand, in England it is the custom to give two half holidays in the week throughout the year, while at the Mayo College an occasional half holiday is given in the week for cricket as a favour, not as a regular thing, and then only during the cooler months when

cricket can be played. So that, on the whole, the working days and holidays are practically the same as in England. This is a very fair result, considering the relaxing climate of July, August and September and the great heat of March and April. It is quite as much as we can expect from the first generation of chiefs who have ever attended a school or college.

The above arrangement of holidays came into force in 1888. Before then, the summer vacation consisted of three months, April, May and June. The other holidays were the usual gazetted holidays, as well as a week at Christmas and a few days for the Dasehra and the Pushkar Fair. The boys had nine clear months of work without a serious break, and the English masters could, if they wished, take an annual trip to England and back. Then complaint was made that nine months were too long to keep the boys away from their homes ; also that after three months the boys forgot a great deal of what they had learned. To remedy this a month was taken from the summer vacation and added to the ten days of the Dasehra holidays. This being the chief festival of the Rajputs, the addition was made to the Dasehra and not to the Christmas holidays.

Experience, however, has proved that the change has its drawbacks. The English masters have suffered a loss without any compensating gain, as now they can no longer make the annual trip home. On the other hand, the Dasehra is a fluctuating holiday, and sometimes comes as early as the middle of September. The boys then have only been at work for two and-a-half months, and just as they are getting into the regular swing of study, college closes and away they all go again, to return after five weeks when many have forgotten what they learned in July and August. To collect the boys after a visit home is a difficult task, especially if they take their horses, servants, and impedimenta with them,

but once collected it would be to their advantage to remain at college until they had read through the greater part of their course. The Dasehra lasts only three days, and a ten days' holiday is quite sufficient to allow of the boys attending the national festival. If the month that was added to the Dasehra could be added to the end of the Christmas holidays, this would give nearly six months of continuous study. The boys would then return on February 1st, and have a short vacation before them of three months, in which they could revise their courses and prepare for the annual examinations. By this arrangement, which was proposed by His Highness the late Maharaja of Kishengarh in the first meeting of the Mayo College Council, and negatived only by seven votes to six, the efficiency of our education could be greatly enhanced. If the ten months are to be divided at all, it would be better that the shorter term come at the end instead of at the beginning.

The following notes on some of the rites and customs observed by Rajputs on holidays and at religious festivals, may be of interest to English readers :—

The Holi.

The legend concerning the Holi is that in ancient times Hiranya Kshyapa, King of Multan, was a *rakshas* or demon of peculiarly evil propensities. His son, the virtuous Pralhad, however, was as good as his father was wicked and spent the whole day in worshipping God and repeating his holy name, though his father had particularly enjoined him not to do so. Whereupon the demon father bound Pralhad upon a funeral pyre and proceeded to burn his disobedient son. To the astonishment of all Pralhad came out of the fire unhurt by the flames. His piety had saved him.

This festival is celebrated by numerous bonfires ; in the middle of each a long pole is placed, representative of Pralhad. Before the fire has touched it, this pole is taken out, while the priests

come and read *mantras*. The fire is called the Holika, abbreviated to Holi, which is undoubtedly the primitive root of the English holy and holiday. It is a time of great rejoicing among the people who testify their mirth by throwing red stuff and water at each other.

THAPNA NAURATRI.

Thapna means to place, *nauratri* nine nights. The festival lasts ten days, the tenth day being called Dasehra. There are two *thapnas* and two *dusehras* in the year; during each Durga is worshipped. The Brahmans pray all day for ten days. A goat should be offered every morning to Durga, but, as a rule, it is offered only on the first and last days. The goat's head is cut off with a sword, generally at a single blow, and placed for a short time before the goddess. Afterwards the head and body are eaten by the worshippers.

DURGA ASHTAMI.

Ashtami means the eighth, and the festival is celebrated on the eighth day of the month Asoz It is the birthday of Durga, the wife of Siva. A goat is beheaded in the usual way and the head placed before the goddess, while a priest sits close by and reads *mantras* praising Durga. A little arrack is poured near the goat's mouth. If there is no temple of Durga in the neighbourhood, the Rajputs draw a trident, the *Arishula*, weapon of Durga, on a *nim* tree and offer the goat's head to the emblem.

RAKHI.

Short for *Raksha* protection, *bandhan* to tie, is celebrated on the *Raksha punam* or the last day of the month. The family priest ties a rosette called the Rakhi on the wrist of the recipient and gives him a blessing or *asharwada*; for this he is rewarded by a present of a rupee or more according to the means of the giver.

JANAM ASHTAMI.

Janam birth, *Ashtami* the eighth. In memory of Krishna who was born on the 8th of the month Bhadwa Bad, at Mathura.

This is a very solemn occasion, and though the day is supposed to be one of joy a rigid fast is held from sunrise to midnight.

JALJHULNI.

Jal water, *jhulni* to bathe. The small images are taken from the temples, placed on thrones, and carried to a convenient sheet of water, in Ajmere the Anasagar, where the priests bathe them. The images of Rama Chandra, Sita, Lakshman are generally taken, not those of Siva and Durga. The image of Siva once placed in a temple is never moved.

SIVA RATRI.

Is celebrated in honour of Siva, on the 14th of *bad* or the dark half of the month Falgun. A solemn fast is held from sunrise to midnight. Some boys are very strict with regard to these fasts; on the other hand, the majority fast only in name.

DEWALI.

Occurs during the Dasehra vacation. Lakshmi, the goddess of wealth and wife of Siva, is worshipped. It is a great day of feasting. At night the villages are illuminated by innumerable little lamps, and during the day the cattle are washed and painted with all kinds of devices.

ANANT CHAUDAS.

Anant is a name of Vishnu, who is also called God, and sometimes Sheshnag or the great serpent; *Chaudas* means fourteen. Vishnu is worshipped on the 14th of Suda or the light half of Bhadrapad.

DASEHRA.

Is celebrated on the tenth day of the second *Thapna*, and is the great festival of the Rajputs. For nine days Durga is worshipped and Brahmans sacrifice *ghi*, *til*, corn, cocoanuts, &c. They place the sacrifice in a long spoon called *Shruva* and hold it over the fire pronouncing the word *Swaha* or burn. A kind of drama is enacted showing the carrying off of Sita, the wife of

Rama by the giant Ravana, and her recapture by Rama and his brother Lakshman, and his faithful adherent Hanuman, the god of the monkeys. The chief plays the part of Rama. A fort is built in which the gigantic figures of Ravana and his attendant monsters are placed. Cannonading goes on every night for a week, and on the last day a general assault is made and the fort captured. The chief pierces the figure of Ravana with an arrow, and an elephant subsequently overthrows it and smashes it under his feet. The chief and all his nobles are dressed in their ancestral armour consisting of a richly inlaid helmet, breastplate and shirt of chain mail. At Kotah the Dasehra is celebrated with the most gorgeous pomp and the fullest attention to details; at other places the celebration is less elaborate. On the last day a buffalo is also sacrificed. The chief mounted on an elephant first touches the animal with an enormous spear about 30 feet long. His sawars and nobles then cut it down with their swords. The head is afterwards thrown from the battlements.

RULES OF THE MAYO COLLEGE.

Boys.

I. Boys should rise when the first bell rings. At the second bell they should leave their boarding-houses to attend morning roll call, so as to be present at the appointed place at the ringing of the third or roll call bell.

II. They should bathe daily and change their clothes as soon as they become in the least soiled.

III. They should keep their rooms and furniture clean and tidy.

IV. They should observe punctuality on all occasions at work, play, meals, &c.

V. They should prepare their daily lessons in their boarding-houses at any time most convenient to themselves, and they should fix some hours for reading and writing even on whole holidays.

VI. If they wish to leave their houses for walking or riding in the park at any other time than when summoned by bells, they should inform their motamids of their intention.

VII. They should behave like gentlemen at all times; tobacco and *pan* and any kind of abusive language are strictly forbidden.

VIII. The college bounds are defined by the wire fencing. Boys wishing to go beyond them must obtain written permission from the Principal. Leave certificates will be supplied for this purpose.

IX. Boys are forbidden to visit other boarding-houses without the Principal's permission.

X. They should teach their servants to be clean and respectful, setting them a good example by their own conduct and actions.

XI. Boys must invariably wear "native dress," similar to what their forefathers wore. Wearing English clothes is forbidden. Breeches and boots (or gaiters) may be worn when riding, English boots at football, spiked cricket shoes at cricket, and tennis shoes at lawn-tennis or badminton.

Roll Calls.

XII. Throughout the year a roll call will be taken by the Jemadar in the early morning on the east side of the college building, varying as to time according to the season.

XIII. The roll call will be taken immediately the bell rings the hour appointed. The names of those who are absent owing to sickness or inability to attend will be communicated in writing to the Jemadar by the motamids of boarding-houses, who are responsible for the regularity of boys under their charge. These reports, together with the names of those who were late, will be submitted by the Jemadar to the Principal at Durbar.

NOTE.—Boys attending riding school will not assemble at the college building, but will fall in at the riding school manege at the hour appointed for the roll call and "go large." Those attending gymnastic or cricket practice will go straight to the gymnasium or cricket ground.

XIV. Strict silence must be observed at roll calls.

College Routine.

XV. The hours of study will be (Sundays excepted) daily from 9 till 1, and 2 till 4. On Sundays there will be no work.

XVI. The daily routine will be according to the published time table placed on the notice board.

XVII. Boys will take their places in class each day as they left off the day previously. In the event of absence the previous day, or of being late in coming to college, a boy will go to the bottom of his class.

XVIII. At the commencement of each term, boys will sit in their classes according to the final result of all the examinations held during the previous term.

XIX. The system of marking will be by places, *i.e.*, questions will be asked in rotation, and should a lower boy answer one which those above him could not, he will take his place above them. At the end of the lesson the head boy's marks will be 10, the second's 9, the third's 8, and so on. In the event of there being more than 10 in a class the highest number to be awarded will be equivalent to the number of boys in the said class.

XX. In such exercises as dictation or in arithmetic the same rule is to hold good; the highest boy is to get 10 marks, the second 9, the third 8, and so on, although in such cases it will probably be found impracticable for boys to change places.

XXI. Marks are to be thus awarded in both English and Vernacular lessons, and entered in the class mark papers supplied by the Principal. At the end of each month these papers will be totalled and entered in the Abstract of Marks.

XXII. Five minutes' interval will be allowed at the commencement of each hour, to enable boys to leave college for drinking water or any other purpose. Those who have no necessity for going outside should change their places in a quiet orderly manner. No other leave is to be granted during class hours without the sanction of the Principal or Senior Master present written on the college exeats supplied for this purpose.

XXIII. Boys must not enter the college building before the 8-40 bell rings, except those who have to attend early

college. These will come in at 8-30 o'clock (not before), and sit in the large north class room under the supervision of the Master of the Day.

XXIV. Boys under punishment, or who may be "kept in" during the recreation hour, will read in the large north class room under the supervision of the Master of the Day.

XXV. During the recreation hour those boys desiring to study will sit in the same room; those remaining for the purpose of billiards, chess, draughts or reading, must remain in the central hall.

XXVI. Boys are prohibited from staying in any other but these two rooms during the recreation hour.

Outdoor Exercise.

XXVII. Riding school, gymnastics and cricket practice will be held every day varying as to time according to the season; all details will be published in the Order Book.

XXVIII. There will be games daily in the afternoon throughout the year; and although the attendance of boys, unless mentioned in orders, will not be compulsory, the Principal hopes they will arrange to join in games amongst themselves, either cricket, lawn-tennis, rounders, tent-pegging or any other exercise they may prefer. The Jemadar will attend on the play-ground in the afternoon until the ringing of the bell for dismissal from games.

Rules for the Gymnasium.

XXIX. (1) No boy shall on any account do any exercise without the gymnastic instructor being present.

(2) No boy shall do any exercise without his gymnastic belt.

(3) No boy shall displace in any way any portion of the gymnastic apparatus.

(4) No boy shall attempt any exercise which has been forbidden, or shall do on one machine an exercise which properly belongs to another.

MASTERS.

XXX. Masters are practically on duty at all times and at all places, and should, whenever they may notice any misbehaviour, or breach of college discipline, check the same and make an immediate report to the Principal.

XXXI. The Master of the Day will come on duty at 8-30 A.M., and his duties will be :—

(1) To superintend the work of boys without horses between 8-30 and 8-50 A.M. in the north class room.

(2) To superintend the work of boys "kept in" between 1 and 1-50 P.M.

(3) To superintend the boys who wish to play billiards from 4 to 5 P.M. on college days, and on Sundays and whole holidays from 6 to 10 A.M.

XXXII. During class hours should any master consider a boy deserving of punishment, he must report the matter to the Principal, who will issue an order on the subject.

XXXIII. The Master next for duty will remain in the central hall during the recreation hour, and will be responsible for the maintenance of order.

XXXIV. The English masters will keep the daily attendance roll of their respective classes, as well as the progress report of each boy. Printed papers will be supplied for these purposes.

NOTE.—The entries in these papers must not fall into arrears.

XXXV. Durbar will be held daily at 1 P.M., at which the motamids, the jemadar, and hospital assistant will be present.

XXXVI. In the absence of the Principal from Ajmere, reports usually made to him will be made to the Head Master.

MOTAMIDS.

XXXVII. Motamids are responsible for the interior economy of their respective boarding-houses. They should pay special attention to the cleanliness and good order of the rooms, and the observance of college rules by the boys when in their houses. Servants are on no account permitted to smoke in the boys' rooms or in the house verandahs. The Shagird-pesha is the only authorized place.

XXXVIII. In the event of sickness, of however trivial a nature, a report is to be made at once to the Principal and the native doctor sent for. Any disobedience or neglect of orders should be immediately reported to the Principal.

XXXIX. Motamids should watch the conduct of the servants and make an immediate report to the Principal of any irregularity.

XL. It is incumbent on the motamids to make a circuit of the boys' rooms twice during the night.

NOTE.—On no account are servants allowed to sleep in the boys' rooms, and not more than two are permitted to remain in the verandahs.

XLI. Should any motamid observe or hear of any extravagance, or improper use of money on the part of any boy, he should bring the circumstance to the notice of the Principal.

NATIVE DOCTOR.

XLII. The native doctor will go the round of the several boarding-houses, out-offices, and stables every morning and evening, and submit the daily health report as soon after his inspection as possible. He will report all cases of sickness immediately to the Principal. He is responsible for the safe custody of all medicines and instruments, and will duly report any deficiencies that may occur for immediate rectification.

XLIII. Should he observe anything that he considers may interfere with the health of the boys, he must make an immediate report to the Principal.

Police Guard.

XLIV. The police guard and the gate-keepers must see that no beggars, fakirs, dervishes, improper characters, mountebanks, or other vagrants remain in the college grounds.

XLV. The constable on duty is not to remain on sentry opposite the guard-room but to patrol the grounds.

XLVI. He will see that carts and beasts of burden keep to the metalled road, and that no one passes over the boundary fence, or makes short cuts across the grounds.

XLVII. Any one found committing a nuisance is to be arrested at once.

XLVIII. Any animal found grazing is to be seized and "pounded."

XLIX. All carts, ekkas and beasts of burden, other than those employed on college work, are forbidden to enter the college gates.

L. All carriages and vehicles, other than those belonging to English and Native gentlemen, should be stopped and ordered out of the park.

CHAPTER IX.

On Future Development.

By Colonel Loch, Principal.

When Lord Mayo in 1870 assembled the Chiefs of Rajputana in durbar and invited their assistance to establish at Ajmere a college which should be devoted exclusively to the education of the sons of the Chiefs, Princes and leading thakurs of Rajputana, it was impossible for him to anticipate what the requirements of such an institution would be, and it will be readily understood how experience, and experience alone, would be able to mark out with any hope of clearness or fulness the many details necessary to keep such a college at the highest possible standard.

His Excellency the Viceroy was unquestionably aware that different views would be held as to its object; that his proposal would be regarded in the light of a political experiment; and that many difficulties would arise before his wish could be fully realized and developed. It has been left, however, to those most intimately connected and associated with the college to combat those difficulties which *do* exist both without and within its threshold. Before, however, touching on these obstacles I will venture to submit certain requirements which have suggested themselves to me from time to time, and which, subject to the necessary provision of funds—a cry which is doubtless echoed by many officers desirous of making improvements in their respective establishments—are both possible and practicable.

No one can help being struck with the magnificent design of the college itself and the pleasing architecture of the many State residencies supporting it. These, however, require being supplemented by a hospital with a detached ward for contagious diseases, together with quarters for the hospital assistant and the necessary subordinates. Hitherto, in all cases of infectious illness, the necessary conversion of buildings from their proper uses into temporary hospitals or rather wards, has not been a satisfactory proceeding, and these makeshift arrangements are the cause of much extra anxiety.

But the *primary* requisite may be considered to be the formation of a pension fund for the educational establishment. Two of the present teachers, who joined the college from its opening, are Government servants, and their pension contributions are met from college funds ; one other, with the sanction of the local administration, defrays his own subscription, thus leaving the remaining seven practically unprovided for on retirement ; an outlook far from encouraging or desirable, and which, I venture to think, should be rectified when possible. To place all the masters' appointments on the pensionable list, a yearly expenditure of Rs. 1,488 would have to be met, representing a capital of Rs. 49,700, calculating the interest at 3 per cent. per annum.

The head-mastership is the appointment which specially requires being made pensionable, as, in the event of his proceeding on leave, the difficulty of obtaining a temporary substitute is acutely felt.

Another very desirable addition, in fact it may be termed a *necessity*, (as it is unquestionably viewed by every authority at the present time,) is the introduction of the best and most complete water-supply procurable. This is a measure which affects *all*, and its importance cannot, I feel sure, be over-estimated. A scheme for supplying the entire

park with water from the Foy Sagar was submitted to the local administration two years ago, and although its development at that time was deemed unfeasible, there is every reason to hope that now within a measurable date some arrangement may be made for bringing the project to a satisfactory issue.

Apart from the present defective system of being dependent on wells, which is always a source of anxiety, there is the very heavy expenditure and tedious process of *raising* the water by cattle power. In connection with laying down the branch pipes to the several boarding-houses and private residences, the question of affixing Pasteur's filters to the hydrants specially reserved for drinking purposes, as lately recommended by Surgeon-Major Durrell Pank, the Civil Surgeon of Ajmere, and officer in medical charge of the Mayo College, should not be lost sight of.

With the introduction of a sure, permanent and ample water-supply, it will be at once evident how many land improvements could be effected, especially with regard to the ornamental gardens attached to each residence, to the up-keep of a profitable kitchen garden, and to the preservation of cricket and other recreation grounds in perfect order. The best is being done with the present means available, but constant insufficiency in the rainfall and repeated failure of wells are contingencies which it is powerless to contend against.

On the completion of a sufficient water-supply, another very pleasant addition would, I hope, be introduced, and one which would give particular enjoyment and comfort to the boys —a large commodious swimming bath, as a promised gift from an old boy. This would add another to the list of our present recreation exercises and pastimes which already embrace gymnastics, cricket, rifle-shooting, rackets, tennis, hockey, rounders and billiards, with chess, draughts and other indoor games. These might be even supplemented by other amusements, but the present annual subscription of Rs. 50 levied from each

boy having to cover all class books and stationery and medicines, the expenditure on playthings,—which this subscription has also to defray,—is necessarily curtailed, and further prevents the racket court and recreation grounds being maintained in that perfect condition which one would like to see them. Were this yearly fee increased by 50 or even 100 per cent., which, I venture to think, might be done without any undue hardship, means would be at once available to place the present games on a more liberal scale where necessary, and further to introduce others if desirable. Time, however, must necessarily place a limit on out-door pursuits as well as on work done in the class rooms, and so one cannot do more than endeavour to apportion every hour throughout the day to the boys' best advantage, both as regards mental development and moral and physical improvement, and thus train their minds and bodies in that healthy groove which we believe will be of the greatest benefit to them in after-life.

In connection with out-door games, it would be a matter of immense interest if an annual meeting of all Raj Kumar Colleges could be arranged for the purpose of competing in the several manly out-door exercises and pursuits, such as cricket, tennis, rackets, gymnastics, riding, tent-pegging, and possibly polo. The Raj Kumar College at Rajkote and the Mayo College have already met twice in the cricket field, and on the last occasion, when the match took place at Rajkote, Mr. Chester Macnaghten, the Principal of the Rajkote College (whose sad and sudden death only occurred at the beginning of the present year), was very anxious to frame rules for an annual match. I must confess to having withheld my confirmation of the scheme, as the suggestion that the cricket teams should be allowed to include five old boys, seemed to me calculated to reduce the keen interest which a match between *present* boys would command. It might further tend to damp the ardour of the

weaker half of the first eleven if they thought that steady practice would only result in their being supplanted in the great match of the year by old boys being brought in over their heads. Mr. Macnaghten's proposal was entirely due to his ardent wish for our colleges to interchange good-will and fellowship year after year, and within a few days of his death we had mutually arranged our next meeting to be in September, the cricket match to be conducted on the lines which he particularly desired. This annual meeting is one which would necessitate the formation of a fund to meet the cost of travelling of the home, or the entertaining of the visiting, teams; as well as to assist in purchasing challenge trophies, be they cups, shields, swords, &c.

Now with reference to college studies and touching the curriculum, framed as it has been in conformity with the views expressed by a senior officer in the Bombay Educational Department, I feel that I am only reiterating his opinion in strongly advocating "drawing" to be introduced as a compulsory subject. In many schools and colleges at home and also abroad I believe, this is the case, and the very great, and in some instances the phenomenal progress made by the boys under the Head Master's (Mr. Sherring's) instruction encourages me to urge that the same ruling may be adopted in the Mayo College. Cultivating as it does the observing powers of students, it is also as a mental discipline that this subject is of great value.

Another proposal—but one which, I fear, would involve considerable outlay—is the formation of a small model farm to teach scientific agriculture, management of stock and sanitation of villages. The interest which such instruction would imbue would not only afford or assist in giving occupation to the boys in after-life, but would tend to improve their incomes and spread hitherto unknown advantages to their raiyats and many others dependent on them.

I would now say a few words with regard to the difficulties and obstacles which an institution like the Mayo College has to contend against. The occupancy of the several boarding-houses may, I think, be regarded as the main outside opposition to be met with, and the zenana with the kamdars as the chief opponents to encounter. This antagonism is specially noticeable when it is deemed desirable to send the future sovereign of the State for education, as this not unnaturally means the loss of influence and power by the State officials over their future ruler, and this deprivation of control is to them a source of something more than regret. With regard to the influence of the ladies, I cannot do better than quote the words of my friend Mr. Chester Macnaghten, as to "how the zenana very often in the acts of Native Courts possesses a visible authority which its invisible presence does not prepare us to expect."

Not only is it amongst the persons attached to the court of a ruling chief, but amongst the followers of thakurs and sardars, whether their estates be large or small, that the most influential men hope to increase their own influence in proportion as their chief's capacity is lessened ; and to such persons the idea of an educated ruler means prevention of illicit gains instead of aggrandisement. The wish and desire and the aim and object of the evilly disposed men of power and status in any State are to retard the education of their master, and in this they are ably seconded by court sycophants who lose no opportunity of placing temptations to entice their leader astray.

The difficulties *within* the college are firstly those of retinue and accommodation. Each boy must have his own establishment, and the question how to limit that establishment so that discipline may still be maintained is somewhat hard to answer, and the 'how' is the question of questions. Excess in numbers must be a source of evil, but to show how a

reduction *can* be effected, I should like to mention how one boy joined the Mayo College with 190 followers and left with 19!

It has often been advanced that the establishment of a common mess would help to reduce the number of followers especially as ultra-orthodox Rajputs or old established family customs (which are adhered and clung to most jealously and tenaciously) require two kitchen attendants, but my own personal views are that such a scheme would promote far more serious difficulties and contentions than it would remove. I readily admit that the idea is feasible; in fact should be carried out with those boys whose estates are under the charge of a Court of Wards; but to interfere with a boy's freedom of expenditure would, I fear, cause trouble, as parents could, with reason, object to an increase, and might not improbably resent curtailment of their budget allotment for their children's table expenses.

The second difficulty was very much more marked in the early days than at present when the jealousy of boys, especially of young chiefs or sardars of high position, was shown one towards another in a very marked degree. In the majority of these cases the feud is hereditary, and the flame is fanned by old family retainers; and in many instances a *chakhama* or taster forms an important factor in a boy's establishment, which demonstrates how even the fear of poison comes within the range of possibility. But however strong this desire to remain aloof at the commencement, human nature and force of routine overcome it, and friendships are formed, remaining in many instances strong and constant after college careers are finished. It may be viewed as little short of marvellous how rapidly those who have been masters of their own time and inclination, and who have been given into in every detail of their daily lives, subordinate themselves, and subordinate themselves cheerfully,

to the routine of lessons, to the fixed hours for meals and games, and to the exact and rigid regularity which a school life must entail. Surely it must show an innate desire to do what is required of them, a natural sense of honour, a tractable nature and a well-behaved disposition. One cannot speak too highly of the readiness with which our boys conform to the discipline which is so essential to the formation of their characters ; a discipline framed, we trust, on a firm but not a hard or oppressive basis, in the hope that the Mayo College is exercising a good influence that will ever grow with growing years and do a good work, perpetuating to all time the name of one of the best and noblest of India's Viceroys.

CHAPTER X.

PRIZE DISTRIBUTIONS AND VICEREGAL SPEECHES.

FROM the foundation of the institution each Viceroy, during his term of office, has found time to visit the Mayo College, on which occasion he has graciously consented to distribute the prizes and has further honoured this memorial of the great Lord Mayo by delivering an eloquent speech full of earnest exhortation and advice. These four speeches of past Viceroys —the Earl of Lytton, the Marquis of Ripon, the Earl of Dufferin and the Marquis of Lansdowne—together with one delivered by Colonel Sir Edward Bradford, form, when placed side by side, an invaluable compendium of the laws of good morals, good conduct and high honour. Morality is taught at the Mayo College by means of discipline and good example, not by text-books ; but if any young chief needed a text-book, no better could be found than this group of speeches which are now for the first time placed before the Chiefs of Rajputana in collected form.

DISTRIBUTION OF PRIZES BY HIS EXCELLENCY LORD LYTTON, G.C.B., G.M.S.I.

On the 5th of December 1879, His Excellency Lord Lytton distributed the Annual Prizes to the students of the Mayo College. At 4-30 P.M. His Excellency arrived at the college building. A Guard of Honour was furnished by the Merwara Battalion.

His Excellency was accompanied by Her Excellency Lady Lytton; Colonel Bradford, C.S.I., Agent, Governor-General for Rajputana; His Highness the Maharaja of Jodhpur, G.C.S.I.; Mr. A. C. Lyall, C.B., Secretary to the Government of India, Foreign Department; Colonel Sir G. Pomeroy Colley, K.C.S.I., C.B., C.M.G., Private Secretary to the Viceroy; Major Crookshank, Military Secretary; Capt. Lord William Beresford, V.C., A.-D.-C.; Captain H. R. Rose, A.-D.-C.; Baron Bentinck; Surgeon-Major O. Barnett; The Honorable G. M. Batten; and Maharaja Partab Singh, C.S.I., of Jodhpur.

Leslie S. Saunders, Esq., Commissioner of Ajmere-Merwara; Major Baylay, Political Agent of Tonk and Haraoti; and Captain Martelli, Political Agent of Bikanir, Members of the Mayo College Council, were present.

The following ladies and gentlemen were also present:—Lady Pomeroy Colley, Mrs. Leslie Saunders, Mrs. Crookshank, Mrs. Barnett, Mrs. Batten, Mrs. Loch, Mrs. Alexander, Lieutenant Bell, Major, Mrs. and Miss Boileau, Lieutenant Boileau, Mr. Bower, Mr. J. W. Brassington, Mrs. Burton, Mrs. Carter, Major and Mrs. Caldecott, Mr. and Mrs. Culcheth, Mr. and Mrs. Gray, Dr. Husband, Mr. LeBreton, Mrs. Martelli, Dr. and Mrs. Newman, Mr. and Mrs. F. L. Reid, Miss Robertson, Mr. Rollo, Lieutenant Apsley Smith, Major Steel, The Rev. A. E. Stone, Dr. Sutherland, Captain Talbot, Mr. and Mrs. White, Maharaja Kishore Singh of Jodhpur; Sahibzadah Obaid-ul-lah Khan, C.S.I., of Tonk; Raja Bahadur Mangal Singh, C.I.E., of Bhinai; Rao Bahadur Singh of Masuda; Rajah Pertap Singh of Pisangan; Rao Ranjit Singh of Bandanwara; Rao Kaisri Singh of Bhinai; Rao Madho Singh of Kharwa; Bhabut Singh Thakur of Tantoti; Madho Singh Thakur of Barli; Sardar Singh Thakur of Baghera; Kalu Singh Thakur of Mehron; Bhanwar Bagh Singh of Kuchawan; Pandit Bhag Ram, Munshi Ajudhya Pershad,

Lala Bansidhar, Mir Wazir Ali, Mir Nizam Ali, Mir Sarfraz Ali, Mir Hussain Ali, Mir Imam Ali, Seth Samir Mall, Seth Mul Chund, and others.

The college staff consisting of Captain Loch, Principal; Mr. J. W. Alexander, Head Master; Mr. J. M. Carter, Mr. J. W. Laing, B.C.L., Guardian to His Highness The Maharaj Rana of Jhallawar; Pandit Sheonarain, Moulvi Habib-ul-rahman, Pandit Sheodyal, Munshi Khuda Buksh, Lala Jankinath, and Jemadar Mahomed Azim Khan, were in attendance.

His Excellency the Viceroy was received at the entrance by the Principal and Head Master and conducted to his seat.

Captain Loch, the Principal, then read an address, giving the details of the prizes and the names of the successful candidates.

After which His Excellency rose and spoke as follows:—

Young Gentlemen, Students of the Mayo College,—It is now I think three years since I had the pleasure of presiding at the first Council of this college. That Council was held in the month of January 1877 at the City of Delhi, where the Princes of Rajputana had then assembled to do honour to the proclamation of the Imperial Title of our gracious sovereign. Their friendly presence on that occasion inspired in me the wish to visit this city—the old capital of their fathers, and this college, the new school-ground of their sons. That wish, long cherished, is at last fulfilled, and it is with cordial satisfaction that I find myself to-day in a position to distribute to you, young gentlemen, those prizes which attest how worthily and well the fresh vigour of the young Rajput blood is already justifying the enlightened liberality of the old Rajput Houses. To you, the students of the Mayo College, I need not, I am sure, recall the princely generosity with which the great ruling Houses of Rajputana responded to the wise proposal of my lamented predecessor, Lord Mayo, by the endowment of this college for the education of their sons, and the sons of their Thakurs. But when I was admiring, a few days ago, that fine

statue of Lord Mayo which has already rendered his image familiar to you all, and which will render it, I hope, familiar to many generations yet unborn of a youth as hopeful and as happy as your own, after our friend Mr. Brassington has completed, for its reception and for yours, that beautiful building on which he is still engaged,—I say that, when I was admiring Mr. Noble's excellent statue of Lord Mayo, the sight of it suggested to me a reflection which specially appeals, I think, to you whom I am now addressing. This college, young gentlemen, is not only the result of munificent donations from those who are near and dear to you by kindred and clanship, and for whose sakes you would naturally wish it all the success so largely depending on your own endeavours; it is also the embodiment of one of the worthiest conceptions of one of India's worthiest Viceroys; and to you, the students of this college, to the industry of your efforts here, to the purity and nobleness of your lives hereafter, that great dead statesman has virtually confided to some extent the daily care of the noble name associated with this Mayo College. In your keeping is the honoured memory of the dead; in your young hands the practical power to fulfil or disappoint that high hope with which you yourselves are honoured by the living.

Lord Mayo's name is associated with many excellent institutions throughout India; but none of them, as regards these special objects, merits more than this one the support of the enlightened men of all races and all places.

One of the objects of your college is of course to provide the advantages of first rate intellectual and physical training for young men of the higher classes of Rajputana.

Now, at first sight, that may appear to be a very ordinary, common-place object, in no wise distinguishing the character of this college from that of any other establishment for the education of young gentlemen. But the special novelty of this institution consists in its adaptation to the special antiquity of other institutions, which it will serve to perpetuate and strengthen in proportion as it succeeds in the improvement of that

young generation by whose intelligence and energy old institutions are invigorated.

Under the ancient constitution of Rajputana, the leading Rajput families are mostly landowners; many of them the lords of very large estates, and all of them liable in turn to the honourable duty of personal participation in the councils and administrations of their hereditary rulers. You, therefore, the present students of this college are also the future landowners, the future councillors, the future administrators, some of you the future Princes, of Rajputana. On the quality of the mental and physical culture attained by you in boyhood, will depend your ability in manhood to discharge the high duties of your inherited station, with credit to yourselves, advantage to your country, renown to the national institutions you justly cherish, and strength to that ancient constitution under which it is yours to enjoy and justify so many personal privileges. It is the object of this college to fit your youth for such a manhood. If that object be fulfilled in the worth and wisdom of your after lives, such fulfilment must necessarily consolidate the whole political fabric of Rajputana, and the strength of Rajputana is, believe me, a cherished contribution towards the strength of all India. For the Government of India desires not only to promote the prosperity of her numerous populations but also to perpetuate the thrones of her hereditary princes. But the age we now live in, the age to which you are growing up, is an age of great intellectual activity, enquiry and, let us hope, improvement. In an age in which neither men nor institutions can hope to maintain their position unless they are able to defend it with the moral and intellectual weapons forged by modern culture for the struggle of modern life, in such an age the ignorant and the idle must go to the wall. You might as safely propose to go into battle armed only with the old obsolete bows and arrows, used by your great-grandfathers, as to commence the active business of life in such an age as this, without access to the stores of knowledge collected, and the ideas developed, by your more advanced contemporaries.

Now, in former times,—times with whose history your studies are, I hope, making you familiar—Rajputana was a very inaccessible country against the rude weapons of early warfare; its wild hills and dense jungles were then its best protection; but those natural obstacles which defended its soil from foreign invasion, also secluded its children from social and intellectual contact with the rest of India, and rendered it difficult, almost impossible, indeed, for the youth of the Rajput States to take advantage of the educational institutions established in other parts of the Empire.

Now, however, all this is changed, and railways piercing the heart of Rajputana, and meeting at Ajmere, have rendered this college accessible to every Rajput State, at every season of the year. That is one great advantage secured by the timely establishment in so central, healthful and beautiful a locality, of a first-class college, worthy of Rajputana, her princes and her nobles.

But it is not all. The object of the college, as I understand it, is not merely an intellectual, it is also a social, one. Nor has it merely a local, it has also an imperial, function to perform. How shall I explain that function? An illustration of it occurs to me which will, I think, enable you to appreciate the importance I attach to it better than any attempt I could now make to define it more precisely. Some of you perhaps have studied music; but all of you have at any rate often listened to music: and all of you will, I think, agree with me that the enjoyment or discomfort with which we listen to the playing of a musical band, depends not so much on the separate sound of any particular instrument as on the adequacy with which the sound of one instrument responds to and blends with the sound of another, thus giving to the associated sounds of all that general congruity of effect which we call *tone;* and we say that the tone of such a band is good or bad according as it is harsh or sweet, full or meagre, harmonious or discordant. Well now, look around you, amongst your companions, your elders, your juniors, and you will find I think that this indescribable but inestimable quality of *tone* everywhere claims and find in

all the daily performances of human life a function no less important, indeed more important, than that which is assigned to it in the instrumental performance of musical conceptions. Nay, its function in human life is higher and more far-reaching, because human life is the continuous performance of a divine conception. It is tone that determines the general effect of the beauty or ugliness of personal character, social intercourse and national life. Think, for a moment, of any one of your personal acquaintances whom you love and esteem or of any other—if such a one there be (I hope not)—whom you dislike and despise; and you will find that your feelings towards him are influenced not so much by any particular words or deeds of his, as by what you call the *tone* of his character; that is to say, the general impression made upon your sentiment by his habitual manner and conduct. Of one you say that his *tone* is that of a high-bred, and generous, considerate gentleman, and you love, like and esteem him accordingly; of another that his tone is lowered, mean, and selfish; and accordingly you mistrust his character and shun his companionship. But now carry your thoughts only one step further, and you will perceive that the same experience applies to those great groups of individuals, which when united by a common interest constitute the classes of society. You say of one class of a country that it is high, and of another that it is low; and you feel that the distinction between them is justified; not because the higher class has more land, or more money, or even more ancestors, than the other, but because (largely no doubt in consequence of those inherited advantages) it has a higher *tone*, that is to say, a more elevated standard of life—loftier aims, larger views, manlier habits, and manners more refined.

But the quality I have called *tone* is the effect of harmony, and harmony is the result not of isolated, but associated, effort, and the higher tone of the higher classes is formed by their early association with those influences which elevate men's tastes and habits. Therefore it is, young gentlemen, that I ascribe such social value and imperial importance to an institution

which, like this Mayo College, has for its object and tendency to associate in youth, with all such elevating influences, the dominant races and superior classes of Native India—those races and classes on whose tone the social harmony of the whole empire is so largely dependent, by giving to them that community of interest and tendency in the higher activities of mind and body, which is best acquired in early life from a common educational system carried out at a common seat of education.

There are, I think, many points of resemblance between the great Rajput clans and the great English houses founded by our northern ancestors. Both of them owe to the same characteristics the positions they have made, and still maintain for themselves in the political hierarchy of an ancient race. Those characteristics are energy, fearlessness, the love of healthful exercise, an instinctive aptitude for active life, an instinctive scorn of all unmanly ease. No race, no class, can long maintain its social and moral ascendency if it degenerates in physical vigour. And it is perhaps the special merit of our English system of education that it aims at training, developing and strengthening not only the mind but also the body. This idea was well expressed long ago by Colonel Walter in an excellent and most suggestive report which may have influenced Lord Mayo when he founded the present college. In that very sensible report Colonel Walter pointed out that what was then most needed for the education of India's young rulers and nobles, was an Indian *Eton*. Well, young gentlemen, that need is now supplied. Ajmere is India's Eton, and you are India's Eton boys.

I have lately had the pleasure of visiting one of your old school-fellows, my young friend the Maharaja of Alwar, who is an excellent specimen of an Indian Eton boy: manly, high-spirited, gentle and brave. His Highness, however, is still at that age when the manly amusements are naturally more attractive than the manly business of life. As he grows older, he will, I trust, devote to the serious duties of his administration, that skill and energy, which have already gone to make him a first-rate shot, a first-rate horseman, and a first-rate whip

To this institution, meanwhile, His Highness has done credit by the manly character he has taken from it, and honour by the princely gift he has given to it.

But do not suppose, my young friends, that, because I commend to your adoption English habits of thought and action I should think the better of any one of you, if, on leaving this college, he left behind him his national respect for the elders of his race, his personal attachment to the companions of his childhood, or his social sympathy with any honest class of his countrymen who have not enjoyed all the educational advantages here opened to yourselves. No ; it is a dirty bird that fouls its own nest. For my part, I despise any man who affects to despise his own country, and I should consider that your education here will indeed have been in vain if it has not trained you not only to higher sympathies with your English teachers but also to warmer affection for your own countrymen, who will look up to you, so long as you do not look down upon them.

Nor would I wish you to suppose from the stress I have laid upon the value of physical training, that I do not attach equal importance to intellectual culture. I would specially commend to your study a thorough knowledge of Urdu and Persian—I am persuaded that you will find the knowledge of those languages most valuable in after-life. For, to the Hindi speaking youths of this country, they open out the modern literature of all India and all the countries most closely connected with India. The English language, also, deserves, and will repay, your study, for it is the language in which all the administrative and legislative business of your Empire is transacted, and in which some of the world's greatest thinkers, poets, and statesmen, have recorded their thoughts and deeds. But above all I would exhort you not to neglect the history of India; that history in which the leading chiefs of Rajputana have occasionally played so prominent a part. For trust me, no man, whatever his abilities may be, is qualified to administer even the smallest state, if he ignores or misinterprets the history of its people.

And now, one word as to the future of this college. It is with sincere satisfaction that I notice the steady consolidation and development of its founder's wise intentions. Those intentions were to unite the Native States with the Imperial Government of India in an educational enterprise such as I have described. And the moral and material progress made by that enterprise is most encouraging. I must congratulate you on the beautiful buildings already completed by the chief States of Rajputana, and the noble edifice now in process of completion by the Government of India. Still more encouraging is the large number of leading Rajput families represented on this occasion by you, the pupils of the college, amongst whom I am glad to welcome the young Chief of Jhallawar, and the brother of my friend the Maharaja of Jodhpur, whose welcome and honoured presence here to-day attests his enlightened sympathy and personal interest in the success of the college.

The total number of admissions has risen, I am informed, to 61, and of this number 38 are now actually on the rolls, of whom 34, as we have just heard, have competed for the prizes I am about to distribute. In the promotion of this, as indeed of all other enterprises conducive to the interests of Rajputana, the great ruling houses of Jaipur and Marwar have taken a leading and enlightened part. I trust that their example will encourage the young Maharana of Udaipur to send more pupils to the college. I regret that from the Haraoti States none have yet been received: but I observe with pleasure that the Maharao of Kotah has decided on building a house here; and that the Nawab of Tonk has already built one, which is now occupied by the sons of His Highness' chief minister. The Maharao Raja of Alwar has testified his gratitude to the institution at which he was educated by the munificent present of Rs. 10,000 for the erection of a pair of gates; while by the handsome gifts made to this college by the Maharaja of Jaipur, His Highness has worthily maintained the high reputation of his illustrious family for enlightenment and attachment to the cause of intellectual culture. I have also this moment been informed that

the Rao of Masuda has given Rs. 200, to be distributed in prizes, to the students of this college—this being his third similar liberal donation.

Your late Principal, Major St. John, is now setting to all of us a worthy example of high qualities nobly exercised in the arduous service of his country; and the interesting report just read to us by my old friend, Captain Loch, bears witness to a progress with which I hope that you and he will allow me to associate myself by adding to the number of your annual prizes a new one which may be henceforth called the Viceroy's prize.

And now, young gentlemen, I will no longer detain your attention. I am heartily glad to have met you; and my warmest good wishes to each and all of you will accompany the prizes I am about to distribute.

His Lordship then presented the prizes to the successful students, and the proceedings closed.

Distribution of Prizes by His Excellency the Marquis of Ripon, K.G., G.M.S.I., G.M.I.E.

On November 21st, 1881, the prizes were distributed by His Excellency the Marquis of Ripon, Viceroy of India.

The following gentlemen were present :—

His Highness the Maharaja of Kishengarh, His Highness the Maharao Raja Mangal Singh of Alwar, His Highness the Nawab of Tonk, Mr. Saunders, Commissioner, Ajmere-Merwara; Colonel Bannerman, Resident, Eastern Rajputana States; Colonel Tweedie, Resident, Western Rajputana States ; Major Muir, Political Agent, Haraoti and Tonk ; Major Baylay, Political Agent, Kotah ; Major Roberts, Assistant Agent, Governor-General, Sujangarh ; Colonel Law, Political Agent, Alwar ; and Colonel St. John, the first Principal of the College.

The ceremonies were opened by Captain Loch, Principal, who delivered the following address :—

Your Excellency,—Before your Lordship actually distributes the tangible rewards of the boys' labour and industry during the

past year, I would solicit your Excellency's permission to mention in short detail the events of this period.

Before, however, referring to the scholastic studies pursued during these terms, I cannot refrain from remarking on three points which must make this session one of satisfaction, not only to myself in particular, but to all others interested in this institution, and if I may venture to hope, specially gratifying to the Mayo College Council, with whom I know your Lordship will permit me to add the name of Lieut.-Col. St. John, my immediate predecessor and the first Principal of this College and whom we welcome to see amongst us this day.

The three points which I cannot refrain from mentioning are :—Firstly, there are a greater number of boys on the college roll than on any previous date ; secondly, there have been more admissions during the present term than during any former one ; and thirdly, there have been more competitors in the final examination which has just concluded than on any prior occasion.

I trust that these three points may be considered worthy of special comment, shewing, as I venture to think they do, that this college is gradually developing and bringing to maturity that object and design which your Lordship's lamented predecessor, whose name this college bears, had in view when proposing its formation to the chiefs of this large Province, when they assembled before him in 1870.

To refer now, my Lord, to the events more closely connected with our work of the past terms, it is with pleasure I am able to repeat what I said last year, that compared with former terms the daily attendance in college continues to shew a much higher average, and the greater regularity with which boys have returned to college from leave and after the vacation continues most noticeable ; but I am compelled to add, that until the daily attendance in college is only interrupted by illness or important domestic ceremonies which are unavoidable, and until every boy, unless so prevented, returns punctually at the commencement of each term, the subject is not one on which we must too heartily congratulate ourselves ; and I would respect-

fully solicit and urge the chiefs to represent to their nobles and thakurs *how detrimental it is to their boys' own advantage* and interests to send for them at all times and seasons, and thus interfere so materially with the course of education which is being here imparted to them.

The health of the boys has, I am thankful to report, been quite remarkable, and although our sick list has been quite free from any serious illness, one must not forget, that minor illnesses are liable to become causes of great anxiety unless arrested in their progress, and it is to Surgeon-Major Newman our sincere thanks are due for his work in these instances, and to whom we now beg to tender them for his never-ceasing care and attention in all times of sickness.

The college curriculum embraces English; Sanskrit, Persian or Hindi; Urdu; Mathematics; the History of India and the Geography of the world.

The prizes which your Lordship has graciously consented to distribute are the results of the boys' work and perseverance from the 18th of November last year to the 7th of the present month, and during this period, in addition to the two half-yearly examinations, one has been held at the termination of each month—a system which I have adopted this year to encourage unremitting and unflagging attention during the daily class hours, and to impress upon the boys the absolute necessity of regular attendance, the gaining of the class prizes resting entirely upon the massed marks obtained in the several examinations.

The prize list contains rewards for work done in college, for work done at the boys' own homes, a good conduct prize and rewards for proficiency in manly sports.

The list, however, is headed by your Excellency's own prize—the Gold Medal. With regard to its bestowal it is with regret that I have not been able, as I was last year, to award it for special proficiency in class combined with exemplary conduct; and as I venture to hope your Excellency may endorse my own views that good conduct in this instance has prior claim to book learning, I have selected for its recipient a boy who during his

career in this college during the last 4½ years has shewn an example to all others by his exemplary behaviour both in and out of study, never forgetting that high tone which your distinguished predecessor the Earl of Lytton so ably and impressively described in a speech delivered by him in this room two years ago as necessary to maintain in this present age and as essential for the boys of this college to remember and act up to.

I have therefore awarded your Excellency's prize to Madhav Singh, Thakur of Bijwar, Alwar.

(The names of the prize winners were then mentioned.)

The list concludes with six prizes for riding and athletic games. Some exception may be taken to this liberality, but putting aside the undisputed fact that exercise is essential to mental as well as bodily health, I venture to hope that these prizes may tend to develop another object which the distinguished originator of this college had in prospect when founding it—by stimulating that energy of mind and body which the nobility of Rajasthan warmly admire in English gentlemen, and to the attainment of which they themselves are peculiarly fitted.

I would beg leave to report the excellent services of Mr. Johnstone, the Head Master, during the last term. It pleased your Lordship to appoint him as successor to Mr. Alexander in the month of July, and by his good work since, and the deep interest he has shewn in his new appointment, increased progress has been made in study, and he has further won the respect and friendship of the whole college.

The good services of the other members of the educational staff, especially Pandit Sheodyal and Munshi Jankinath, who are still devoting—and devoting gratuitously—much time and labour in the preparation of text-books, and the excellent manner in which Jemadar Sheikh Muhammad Azim has performed his duties, call for commendation.

And may I now be permitted, your Excellency, on behalf of the Mayo College Council as their Secretary, and the Mayo

College boys and staff as their Principal, to tender to you our President, our sincere gratitude and thanks for the honour you have this day conferred on us, and as I fear we cannot hope that your Lordship will be able to preside on a similar occasion again amongst us, I am venturing on behalf of all assembled here to convey the one wish collective and common to us all that, we trust, at the conclusion of your Lordship's service in this country, you may, with Her Excellency the Marchioness of Ripon, return to England in health and strength from a career unchequered by misfortune and brightened by success.

His Excellency the Viceroy's Speech.

Maharajas, Princes, Ladies and Gentlemen,—I can assure you that it affords me great pleasure to be able to be present upon this occasion and to discharge one of the duties—and a most agreeable duty it is—which falls to the lot of your President when he visits this college. I am very glad to be able to be present to-day for more reasons than one; first, because of the great interest which I feel in the success and welfare of this institution; and secondly, because there are some circumstances of rather an especial nature connected with the assembly of to-day. We have here on the present occasion not a few persons whose names are connected with the first design, with the foundation, and with the first commencement of this college. We have present here to-day in the first place my friend Colonel Walter, by whom it may truly be said that the first idea of this institution was suggested; for you will find in his report for the year 1868-69 the germ of that idea which was subsequently seized upon by my distinguished predecessor Lord Mayo, with the instinct of a statesman, and from which this institution took its rise; and then we have to-day present amongst us the first Principal of this College, Colonel St. John, and I am quite sure that all here present will join with me in welcoming him back to India, to which he has returned, after having discharged with marked energy and ability the very important duties entrusted to him by the Government of India in Afghanistan.

And then, ladies and gentlemen, we have the distinction of having amongst us to-day the first boy pupil whose name was entered on the rolls of this college in the person of the Maharao Raja of Alwar who has gone forth from your ranks to rule his State, and who already gives the fairest promise that he will do honour and justice to the training of the institution.

But, gentlemen, when we thus recall those who are present here to-day, how is it possible that we should not bear in mind one who is not here, one who, cut off by the hand of the assassin, was removed from the government of this country in the flower of his age, but not before he had had time to perform great services for India, and to win for himself the respect and attachment of the European and Native population of the country. I believe that I am right in saying that the late Lord Mayo was regarded with special feelings of respect and attachment by the Princes and Chiefs of Rajputana, and I am sure that while we in England shall long lament a public man whom we so prematurely lost, you in India will not easily forget the name of one who had the interest of this country ever at heart.

Now, ladies and gentlemen, when we turn from considerations connected with the past to the present state of this college, it is satisfactory indeed to find how much cause for congratulation it supplies. The report which has just been read by Captain Loch shows the steady progress which this institution has made during the six years in which it has been in existence, and I rejoice to find that it is at the present moment in a condition which must afford so much gratification to all who are interested in its work. That condition is due very much to the zeal, ability, and tact of Captain Loch, of whose government of this college I hear the highest praise from those who have the amplest means of judging of it. And I may also say with what great personal satisfaction I heard from Captain Loch the words which fell from him with respect to the present Head Master, Mr. Johnstone. When it became my duty last summer to select an officer to fill the post which Mr. Johnstone

occupies, knowing well the importance of this institution, I felt the responsibility of the choice, and I looked round to find a man who seemed to me among possible candidates the fittest person to select. I rejoice to find that your experience of Mr. Johnstone up to the present time has confirmed my judgment in selecting him.

I cannot avoid expressing my entire concurrence in the remarks which fell from Captain Loch with respect to the great importance of regularity of attendance, and I trust that the parents of boys in this college who may have heard these remarks, or to whom the knowledge of them may come, will lay them deeply to heart, for it cannot be disputed that the full advantage of an institution of this kind can only be obtained by the steady and assiduous attendance of the students throughout the course of the period of instruction. It is an error of the gravest kind to throw away the advantages of an institution like this by irregularity of attendance. It is fair neither to the institution nor, what is much more important, to the boys themselves; and I trust that those charged with the duty of looking after the students of this college will for the future be most careful, as far as circumstances will permit, to insist upon regularity of attendance.

Now, ladies and gentlemen, I said a few minutes ago that I felt a very strong personal interest in the success and prosperity of this college, and I will tell you why I feel that interest. I am deeply impressed with the belief that it is of the greatest importance to India that the Native States of this country should be prosperous and well administered. I am firmly convinced that the maintenance of those Native States is of no less political importance to the Government of England than it is to the people of those States themselves; and it will always be the aim of my policy, so long as I fill the office which I now occupy, to maintain the integrity and the dignity of the Native States of India, and to promote to the utmost of my power their prosperity and well-being. But at the same time I am especially impressed with the deep responsibility which rests upon the Government of

India in regard to the welfare of the people of those Native States. The British rule in this Peninsula has established throughout the length and breadth of the land an uninterrupted and unbroken peace It is one of the greatest claims which we can put forward to the attachment of the chiefs and inhabitants of India that that peace is maintained by the power of the English name; but the very fact that we thus enforce tranquillity throws of itself the great responsibility upon the Government of India of seeing that the inhabitants of the Native States do not suffer from misgovernment or from oppression; and it is undoubtedly a task of no small difficulty and delicacy to reconcile that freedom from all harassing and needless interference, which we desire to secure to the native princes and chiefs, with that protection from injustice and wrong which we are bound to afford to the people who dwell in their territories.

It seems to me that there is no better mode of effecting this object and discharging these responsibilities than by encouraging the work that is done in an institution of this kind and by promoting among the youth, who are hereafter to become princes and nobles in the States of India, that education and that training which will best fit them to discharge the responsibilities of the important positions which they will ultimately fill: and it seems to me that this college is admirably fitted for the performance of that important work; for, as Captain Loch has explained, it is the object of this college to afford at one and the same time the means of sound education and intellectual development, and to give also to the students a manly training.

We do not wish to turn those who are educated here into mere imitations of Englishmen: that would be a very foolish desire, and calculated not to benefit but to injure the future prospects of the students. Nothing can be further from our wish than to weaken their connection with their families, or their attachment to their country, or their respect for its traditions. What we desire is, as far as possible, to combine what is best in the education which we give to our own English boys with an entire respect for the customs and feelings of the people of this

country. We set before us, as the end and aim of our efforts here, so to train the students that they may be enabled hereafter efficiently and successfully to discharge the important duties which in all human probability will fall to their lot. In short, our object is to give you all that we possess of the learning and the civilization of the West, while at the same time we wish you to retain all that is good in your own traditions and customs. And therefore it is my most earnest desire and my strongest hope that the students will do their best to profit by the advantages which this college affords them.

You, my young friends, can do more for yourselves than we can do for you. Your future must be—do what we may—very much in your own hands. If you learn here to value knowledge, and to seek it, to lead manly and honourable lives, to despise all that is low and sensual and unworthy, you will earn for yourselves the respect of the Government of India and the love of your own people. Many of you here will no doubt be called to fill great positions full of temptations and responsibilities and will have depending upon you many thousands—indeed as in the case of some of the great States of Rajputana—some millions of your fellow countrymen looking to you for their happiness, their well-being, and in good truth, for their lives.

You, my young friends, come of an ancient and noble race, whose origin is held in the mists of time; and you are born to fill the great position of princes and of nobles. There is a French proverb which has come down to us from old days, and which tells us—*noblesse oblige;* that is to say, that he who claims to be of noble birth must prove that he is so by noble deeds. Let that proverb be your motto. You know that we Englishmen are all proud to call ourselves gentlemen, and that we prize that simple name more than any high-sounding titles. Now, what is the meaning of the word gentleman? It means a man of courteous, gentle, and refined manners, such as are possessed in an eminent degree by many of the Native Princes and Chiefs of India; but it means something more; something higher and better than that. It means a man whose courtesy

and gentleness and refinement are not a mere matter of outward grace only; but rather a matter of the heart also; a man who is honourable and truthful and manly and just; who lives not for his own selfish enjoyment, but to do his duty faithfully to God and to those who are dependent upon him, whose aims are high, and who scorns an ignoble life.

Be then, my young friends, true Rajput gentlemen. On you and on your conduct depends in a very large measure the future of your country. When I look upon the bright faces before me, I have great hope of that future, and as one who has your welfare and the interests of India deeply at heart, I earnestly pray you not to mar that fair promise by neglecting the opportunities which you here enjoy of fitting yourselves for the high and responsible position which in all probability most of you will be called upon hereafter to fill.

SPEECH DELIVERED BY LIEUTENANT-COLONEL E. R. C. BRADFORD, C.S.I., *Agent, Governor-General and Chief Commissioner, Rajputana, on the occasion of the distribution of prizes, on the 8th of March* 1883.

As I have had the pleasure of addressing you on more than one occasion of the annual distribution of prizes, I feel to-day that a few remarks from me will suffice.

It gives me great pleasure to hear that the numbers on the college books are rapidly increasing, that the attendance of the boys is becoming more regular, and that the health and discipline are excellent.

I attach great importance to the regularity of attendance: without it the efforts of your masters will be fruitless, and one of the chief elements of your education here, namely, discipline, will be wanting.

The objects of your education here have been so often explained to you that it appears to me unnecessary to reiterate them to-day, but I would bid you remember that your lives and the lives of those who will be dependent on you are made up of little things, and unless your training here makes you patient

and considerate, giving due regard to the details of human life, you will never attain to that fairness of judgment on which your own happiness and that of your surroundings so largely depends.

During my recent visits to some of the Rajput States I have noticed with gratification that your school is beginning to make itself felt, and that from being at first a novelty it is now beginning to be regarded as an institution.

And I would impress upon you, boys of the Mayo College, that the good name of this institution lies in your hands, that by steady good conduct and attention to your duties you can give a tone to the school which will, ensure its popularity and usefulness forever.

The school is still on its trial and I trust that the hopes I now entertain for its success may be promoted by united effort on your part to make the term, "a Mayo College boy," synonymous with the term, "gentleman."

Some of you will in your after-lives be called upon to aid in the administration of the States to which you belong, others will find their sphere of usefulness in the administration of their own estates, and it is to these latter particularly that I would address my remarks to-day.

A vast change has come over Rajputana almost within your recollections, and the ambitious careers afforded by war and intrigue no longer serve to give a zest to the Rajput's life.

You must now turn to other fields for the emulation and competition which is necessary to life, and I would suggest to you that there can be no higher ambition than that of desiring to manage your estates in such a manner as to create esteem amongst your tenants and dependants, amongst your neighbours a generous envy.

The life of a great landlord is perhaps the only one which nowadays affords real opportunities for preserving those feudal relations with the people by which you Rajputs set such store, and I can conceive no happier future for you than to live among your own people, true thakurs.

But you must remember, and indeed your education here will have been fruitless if you do not remember, that progress will change, though it may not impair the relations between you and your followers, and it is only by careful study of your rights and duties and by the practical appreciation of the lessons learnt by such a study that you will be able to adapt yourselves to new circumstances, and to preserve your position intact.

At the present time it is commonly urged that education should be more practical; but in your case we shall be satisfied if your education is so far practical as to teach you to think.

A thinking man knows that there is a reason for everything, and if you think you will see that there is a reason for the existence of thakurs.

Speaking to you as a friend and well-wisher I can say that I fully recognize the value and necessity of your Rajput society as it now is, but the world is travelling very fast, and the rapid minds of some of your countrymen may perhaps under-rate that value and necessity, and if you wish to keep up with the world you must work hard.

The ball has been set rolling, and it is no good to ask now with the lotus eaters "Why should life all labour be?" It is sufficient for us to recognize the fact that our lives must be laborious if we want to keep what we have.

Your ancestors had many a fight to win and keep the laurels you now enjoy, and you in your turn must fight by hard study to render yourselves fit for those duties on the proper performance of which the necessity or needlessness of your class depends.

Before sitting down I cannot resist noticing the earnestness with which your Principal, Major Loch, has dwelt on the subject of the punctuality of your return to the college after the long vacation. I cannot add to anything he has said on this point, except to express a hope that his words will be remembered by you, and that you will all return to school punctually at the close of a pleasant holiday.

CEREMONY OF THE OPENING OF THE MAYO COLLEGE BY HIS EXCELLENCY THE EARL OF DUFFERIN, VICEROY OF INDIA, AND THE DISTRIBUTION OF PRIZES BY HER EXCELLENCY THE COUNTESS OF DUFFERIN ON NOVEMBER 7TH, 1885.

The address by Major Loch, the Secretary to the Mayo College Council.

YOUR EXCELLENCY,—The main object of our assemblage here this afternoon is to celebrate the completion of the Mayo College, and I would therefore, with your Lordship's sanction, describe in a few words the origin and growth, not only of the building in which we are gathered together, but of the institution itself.

It was in October 1870, that His Excellency Lord Mayo at the durbar held within a few yards of this house, mentioned to the chiefs then assembled to meet him, the project which he had much at heart of establishing a school or college, which should be devoted exclusively to the education of the sons of the chiefs, princes, and leading thakurs of Rajputana

His Lordship's views describing more definitely the details of the proposed scheme, were subsequently received and communicated to the several chiefs of the Province, and contributions, reaching the large sum of over seven lakhs of rupees, were most liberally tendered; and although the remission of a small portion of these offers was deemed expedient, the actual receipts reached the extremely handsome and entirely unanticipated total of Rs 6,23,750; this sum, though liable to occasional fluctuations, may be said to represent the Endowment Fund of the Institution

The yearly revenue accruing from this amount meets the entire working expenses of the college, excluding the pay of the Principal and such annual repairs as may be necessary for works imperial

The details above referred to were received during the incumbency of Sir Charles Aitchison in the post of Foreign Secretary to the Government of India, and your Lordship will, I venture to hope, participate in our pleasure of enjoying the honour of his presence here to-day

In July 1877, orders were received to commence the construction of the college building, according to a design prepared by the late Major Mant, of the Royal Engineers, and on the 5th of January of the following year the foundation stone was laid by Mr. (now Sir) Alfred Lyall, then Agent to the Governor-General for Rajputana.

The executive charge of the work was entrusted to Mr. J. W. Brassington, who continued to superintend the building till its practical completion in June 1883.

The Hindu Saracenic style of architecture was selected by Lord Northbrook as being the most suitable one to adopt in a country whose palaces and finest edifices bear general witness to its popularity. This fusion of Hindu and Mahommedan architecture, so common, and so excellently developed in Rajputana, is at once well suited to the requirements of modern life in India, and in perfect harmony with the traditions of the people, while the effect of the whole is, I trust, sufficiently pleasing to the eye of the severest critic.

Upon the plan of the building, the arrangement of the rooms, and the exterior and interior decorations, I need not now enlarge, but it may be observed that the number of boys now borne on the college roll has already almost outgrown the class-room accommodation, and there is every probability, that not only the large library in the north wing but also the remaining portion of the south wing will soon have to be devoted to the use of the newly-formed and newly-forming classes.

With regard to the decoration of the college there is one point only to which I would direct at once the special attention of your Excellency, a point which the liberality of a ruling chief has rendered worthy of mention. It is the colouring of this central section Hall (in which we are collected). This colouring has been executed as will be seen, entirely in oils and represents a valuable gift from His Highness the Maharaja of Jaipur.

The entire cost of the college building with out-offices amounts to Rs. 3,81,696.

Grouped round the central building of the college lie a number of residences, built by the different chiefs of Rajputana, besides the Ajmere Boarding House and the Principal's and Head Master's residences, built by the Imperial Government.

Of the interest which the chiefs evince in their great public school, one proof is afforded by the fact that numerous additions and improvements have been made in these buildings from time to time through the generosity of the several durbars.

I would also bring to your Lordship's notice the many munificent gifts that we have received from :—

H. H. the Maharao Raja of Alwar,
H. H. the late Maharaja of Jaipur,
H. H. the present Maharaja of Jaipur,
The late Nawab Mardan Ali Khan of Jodhpur,
The Rao of Junia,
The Rao of Masuda,

and the British and Native subjects in Rajputana ; gifts amounting in value to nearly Rs. 55,000.

I would now review in the fewest possible words the increase which has occurred from year to year in the numbers on our college roll.

The total admissions have been 146 ; of these 67 boys have left, thus leaving 79 at the present date.

It may be interesting to observe the almost uninterrupted steady growth with which this number has been reached.

At the conclusion of the first term in April 1876, the number of pupils was 23 ; in the following year there was an increase of 8 ; in April 1878, the number stood at 39 ; in 1879 at 37 ; twelve months later it was 32 ; at the end of the next official year, 45 ; in 1882, 62 ; the following year, 66 ; last year, 68 ; on the first of April of the present year, 74, and on this date, as just mentioned above, the number is 79.

This number I trust may be deemed satisfactory, and indicative of the growing prosperity and popularity of the college.

So long as the figure which has now been reached does not materially fall, we may rest, I venture to hope, in the assurance,

that in no little measure the object and desire of our illustrious founder have been secured.

I feel that I cannot acknowledge in any adequate terms the honour which your Excellency has conferred on us this day, nor can I hope that any expression of mine will do justice to the real pleasure and gratification your presence has given, not only to those specially interested or associated with the Mayo College, but I would venture to say to all assembled here.

In now asking your Lordship to declare this building open, I would ask permission to urge upon these young chiefs and sardars, with whom it is my privilege to be intimately acquainted, and for whose special benefit this building has been erected, to remember and act up to the precepts and the example of that great statesman and administrator, whose name this college bears, and the memory of whose noble life is being brought home to us very closely to-day, *viz.*, "*to advance in the right way, and secure to themselves the favouring protection of that power who only seeks their good.*"

His Excellency the Viceroy's Speech.

Ladies, Princes, Chiefs and Gentlemen,—It is almost superfluous for me to tell you that I experience exceptional satisfaction in taking part in this day's celebration. The late Lord Mayo was a personal friend of my own, and I am naturally glad to have an opportunity of showing my interest in the prosperity of an institution which bears his name, and to join with you in paying a well-merited tribute to his memory. But, however grateful such an act might be to my private feelings, it is in my public capacity, and as the representative of Her Majesty and the British Government, that I desire more especially to mark my admiration of the intention and ideas with which Lord Mayo was inspired when he founded this college, to emphasize my approval of the special objects for which it was designed, and to assure you of my earnest desire to extend the sphere of its usefulness. And in doing this, I feel that it is not to the statesmanlike views of Lord Mayo

alone that I am according the acknowledgments which are their due, but that I am also conveying, in as marked a way as circumstances permit, my appreciation of the public-spirited manner in which the princes and leading chiefs and inhabitants of Rajputana have associated themselves with his noble work. Though the idea of such a foundation originated with Lord Mayo, it is to the generosity and wise liberality of the Rajput Rajas and aristocracy that the realization of the project is due, and most heartily do I congratulate them on the thorough manner in which they have been able to give effect to the intentions of their late lamented Viceroy.

And now, turning for a moment to those for whose benefit so many have laboured and so much has been done, I would wish to address to them a few words of earnest and friendly advice. In the first place, I would remind them that, whether as the scions of ancient houses, as the heads of historical families, as destined to fill public positions of importance in Rajputana, or as the future chiefs of independent States, there has already fallen upon their young lives the shadow of heavier responsibilities and stricter duties, as well as the sunshine of loftier aspirations and wider possibilities, than any which encompass the existence of the bulk of their countrymen. The happiness of thousands, the tranquillity of vast territories, and the general prosperity of the Empire at large, may be advanced or retarded in a sensible manner, in proportion to the degree to which they may take advantage of the opportunities of self-improvement afforded them within these walls. For this reason it is exceptionally incumbent upon you, my young friends, to cultivate certain special qualities, and to avoid certain special dangers. Inasmuch as providence has placed you in a position of considerable social dignity, has relieved you from the pressure of sordid cares, and the anxieties incident to straitened circumstances, it should become a matter of pride and conscience with you to clothe yourselves with those manly virtues and characteristics, which in all ages have been recognised as the proper adornment of the well-born, such as self-restraint, fortitude, patience, the

love of truth and of justice, modesty, purity, consideration for others, a ready sympathy for the weak, the suffering, and the oppressed, and, above all, with that noble courtesy which does not merely consist in grace of manner, and a veneer of conventional politeness, but which is the outcome of an innate simplicity and generosity of spirit, which instinctively shrinks with scorn and disgust from anything approaching to egotistical vanity and vulgar self-assertion.

On the other hand, you should be equally watchful against those temptations to which wealth, with its opportunities of self-indulgence, in all ages and all countries, has been peculiarly exposed, such as sloth, idleness, sensuality, effeminacy of mind and body, and all those baser influences which render a man a burden to himself, a disgrace to his family, and a curse to his country. And in saying this I would warn you that we are living in a shifting world,—in a world in which those very privileges and advantages upon which you have been led—I do not say illegitimately—to pride yourselves, are being continually exposed to the criticisms of public opinion, and the ordeal of intellectual competition. If, then, Rajputana is to maintain her historical position as one of the leading provinces of Hindustan, and the ancient home of all that is high-bred, chivalrous, and heroic, it is absolutely necessary that the sons and representatives of its famous houses should endeavour to retain as leaders of the people in the arts of peace, and as their exemplars in the van of civilisation, that pre-eminence and renown which their forefathers won, fighting sword in hand at the head of their clans on many a field of battle. And believe me, such peaceful triumphs, promoting, as they do, the well-being of multitudes of our fellow-creatures, are far more worthy of your ambition than any which were gained in those miserable days, when scarcely a twelvemonth passed without the fair fields of India being watered with the blood of thousands of her children.

But, passing from these general topics, I would have wished to make a few specific recommendations in regard to

matters of detail. Having, however, already detained you longer than I intended, I will confine myself to a single point which has been already frequently referred to on similar occasions, namely, the great desirability of your becoming thorough masters of the English language. In doing so, I will not particularly insist upon the obvious advantage of your acquaintance with a tongue so rich and varied in its literature, and through which you can make yourselves acquainted at first hand with the ideas of some of the greatest men that have ever lived, as well as with the latest results of modern philosophic thought and scientific research. I would rather remind you of the practical benefits which the due prosecution of your studies in this direction will confer upon you. English is the official language of the Supreme Government under which you live, and of the books which deal with the public affairs, the domestic administration and the general interests of your country, and it will be of continual use—indeed I may say of absolute necessity—to you in the positions which you may be called upon to fill.

The keen-witted inhabitants of many other parts of India have fully appreciated this fact, and all their energies have consequently been devoted to the acquisition of English. As a consequence, many of them both speak and write it with an eloquence and fluency beyond all praise. Now, I trust that those I am addressing have sufficient self-respect, and take a sufficient pride in their province not to wish it to fall behind the other component parts of the Empire in this particular; and therefore, again I say, let it be one of the principal objects of your ambition while within these walls to acquire the English language. Already in the Councils of Providence the edict has gone forth that English shall be the language chiefly prevalent upon God's earth. Within another hundred years it has been calculated that the English-speaking races of the world will number upwards of a thousand millions. Under such circumstances, it would indeed be a disgrace if any of Her Majesty's subjects in India with any pretensions to belong to the educated classes should remain ignorant of it.

And now, ladies, princes, chiefs and gentlemen, it only remains for me to congratulate those present--and especially those who, like my honoured friend Sir Charles Aitchison, and your first Principal, Sir Oliver St. John who is also here upon this occasion, were the first promoters of this great and noble institution—on the practical success it has attained, and on the favourable future extending before it. Already it has turned out pupils possessed of those characteristics which we in England most highly value; nor need I go further in illustration of this fact than to point to the first, and as yet the only Rajput Prince whose State I have yet visited, and with whom I have had the pleasure of a few days' personal intercourse, the Maharaja of Alwar, an honoured pupil of the Mayo College, who has more than kept the promise of his youth by the intelligence of his government, and by the personal industry which he brings to the management of his affairs. He is administering his State in a way to conduce to the prosperity and contentment of his people, his own reputation, and the honour and welfare of the Supreme Government. If only the Mayo College will continue to turn out such rulers, we may well envy that illustrious Viceroy, to whose wisdom we are indebted for its establishment, and whose honoured memory it is destined, I trust, to preserve in the land for many and many a generation.

His Excellency having formally declared the Mayo College open, a Royal salute was fired, after which Major Loch rose, and, addressing Lady Dufferin, gave a short account of the college curriculum and the prizes, and a list of the prize-winners.

Lady Dufferin then distributed the prizes amid much cheering. After which Major Loch, on behalf of the students, presented Her Excellency with a very handsome album as a souvenir of the part she had taken in the day's proceedings. In thanking Major Loch, on behalf of Lady Dufferin, His Excellency spoke as follows :—

Major Loch,—Lady Dufferin has requested me to thank you warmly in her name for the beautiful present you have made her, and bids me add, that she has read in a Greek author of a certain

person who was boasting of the strength of the walls of his city. The individual to whom he made the observation replied, that the best walls of a city were the men who dwelt within them. You have alluded in becoming terms to this beautiful hall and its lovely decorations, which are worthy of the praise you have bestowed on them, but to her mind its chief ornaments are the bright, industrious, and intelligent youths who stand around us. In conclusion, Lady Dufferin proposes, with permission, as long as she remains in the country, to present annually a gold medal to the Mayo College, to be competed for on terms which we will settle hereafter.

On quitting the building His Excellency spoke a few kind words to each boy.

DISTRIBUTION OF PRIZES AND CEREMONY OF UNVEILING THE PORTRAIT OF SIR EDWARD BRADFORD BY HIS EXCELLENCY THE MARQUIS OF LANSDOWNE, VICEROY OF INDIA, OCTOBER 30TH, 1890.

THE VICEROY'S SPEECH.

Colonel Trevor, Your Highnesses, Students of the Mayo College, Ladies and Gentlemen,—It has given me great pleasure to be present on this occasion and to listen to the Principal's account of the condition and prospects of the college. No educational institution in India is, in my eyes, more interesting or remarkable than this. It is an attempt to engraft upon the old aristocratic society of Rajputana a form of education adapted to the requirements of that society, but to a large extent derived from and inspired by that of which we Englishmen are so justly proud—I mean the education which the flower of our English youth receives at the great public schools. This experiment at once bears witness to the discernment of the British statesman, whose name will, I hope, always remain connected with this college, and to the munificent liberality of the great Rajput houses, to whose generous contributions the college owes the splendid buildings and the endowment upon which it depends.

The college has now been 15 years in existence, and I hope we may regard its success as fully asserted. Some 200 young chiefs and members of the best families in Rajputana have received or are receiving here a training both of body and mind, which will, I have no doubt, stand them in good stead, and which will enable them to discharge, with credit to themselves and to their race, the duties which they will have to perform when they arrive at full age.

What is most wanting to ensure the future success of the college is that the leading chiefs and rulers of Rajputana should give it their cordial support. They can do so in many ways. They have already done so by the exercise of a liberality which rendered it possible to incur an expenditure of nearly four lakhs upon these buildings, and over eight lakhs upon the endowment fund. I confess, however, that what would be even more satisfactory to me than this, would be to find a general disposition on the part of the whole of the ruling families of Rajputana to send their sons here.

As members of one of the oldest aristocracies in India, I can well understand that the chiefs and nobles of Rajputana should be animated by what we should call a strong conservative feeling, and that you should regard with suspicion any form of education which might have the effect of breaking down traditions or customs to which you are attached. There is, however, nothing in the education which your sons will receive here which need do violence to such a feeling. That education need not tend to weaken your loyalty to your own race, or your reverence for the long line of brave men from whom you are descended. Depend upon it, gentlemen, that a Rajput noble will not find his usefulness as a Thakur impaired, because he has acquired here some of the qualities which we endeavour to instil into a young English gentleman of good family. It is an education for which we claim that it will, in the first place, engender amongst these young men that healthy spirit of emulation, that love of fair play and that ability to control their temper which are produced by the healthy life of a public school, but which are rarely the

result of the education given to a boy in his own home. In the next place, it is an education which will encourage the youths of Rajputana to acquire proficiency in manly sports and out-of-door exercises, and which will give them, not only sound minds but sound and vigorous bodies, and develop those manly qualities for the possession of which the Rajput race is proverbial.

But, ladies and gentlemen, while the education given to the students of the Mayo College is designed to achieve the results to which I have just briefly referred, we must not forget that it is also intended to enable the students to obtain a knowledge, not only of your own literature, but of the English language, and of some of those subjects which are regarded as essential in a western education. I attach the greatest importance to this point because, unless the rulers and nobles in this part of India are prepared to obtain for their sons a certain amount of this kind of education, the rising generation of Rajputana will infallibly find themselves unable to take the place to which they are entitled amongst the communities of modern India. Without some knowledge of these subjects they will, in the first place, be unable to understand the official language of the country, to read our books and newspapers, or to appreciate our policy or our motives. They will find that all these things are unintelligible to them, and that it will be out of their power to afford us that useful co-operation which we have a right to expect at their hands, and which they are, I am sure, ready to supply. I should be sorry indeed if, by neglect in these respects, the Rajput aristocracy were to allow itself to fall behind and to be out-stripped by others. In times gone by, the different races by which this country is inhabited, were engaged in an unceasing struggle for existence—a struggle in which the fittest owed their survival to their pre-eminence in those qualities which enabled them to hold their own upon the battlefield. In these days of assured peace, which all of us enjoy under the Empire of Her Majesty, that struggle is no longer carried on; and although I am far from saying that the day has passed when either the British Government or the people of India can afford to be indifferent to the cultivation

of those martial qualities for which the Rajput race has always been conspicuous, we cannot conceal from ourselves that such qualities alone do not suffice to make a people prosperous or powerful, or to enable any section of the community to hold a foremost place in the public estimation. I trust that the Rajput race will not be content to rest its reputation upon those splendid qualities of courage, endurance and gallantry in the field which it displayed in the historical times to which I have referred, and that it will seek in future years to maintain and add to that reputation by taking the place to which it is entitled amongst the cultivated and enlightened communities of modern India.

I am glad to see before me a number of gentlemen whom, if this were an English institution, we should describe as the "old boys" of the Mayo College. I have been at different times connected with the management of several of our best known English educational institutions, and I have always been struck by the interest shewn in them by those who had been educated within their walls. A sort of freemasonry grows up amongst the old pupils of a great school—a freemasonry which with us often lasts through life, and which I believe has frequently been the means of stimulating young Englishmen to an active and useful career, in the hope that by following such a career, they may reflect credit, not only upon themselves but upon the institution in which they were brought up. Perhaps I may be allowed to mention to you in this connection that during the past summer a little party of old Eton boys met together on the anniversary day of that famous school at which I had the good fortune to receive my education—a little party which included the Commander-in-Chief Sir Frederick Roberts, the Lieutenant-Governor and one or two high officials of the Panjab, and the Viceroy of India, together with several members of his staff; and I will venture to say that, although a good many years have passed since the senior members of that little gathering had been at the old school, their feelings of affection for it were every whit as strong as upon the day when they left it. I trust that a feeling of this kind will come into existence amongst the historical families of Rajputana, and that we shall find the

chiefs and nobles who have received their education at the Mayo College anxious to show by their conduct that they have not forgotten the lessons learnt there when they were lads.

I desire in conclusion, Mr. Principal, to express to you my acknowledgment of the excellent services which you have been able to render to the college in the affairs of which you have taken so deep an interest. It has, I assure you, given me the greatest pleasure to accept your invitation and to meet so large a number of the friends and students of the college.

I will now, Mr. Principal, with your permission proceed to distribute the prizes. The list is a long one, but it is not too long when we consider upon the one hand that no less than 22 of the Rajputana Chiefs have been good enough to offer special rewards to the students, and upon the other that those rewards are intended to recognize not only proficiency in studies but also pre-eminence in good conduct, and excellence in out-of-door exercises and games. It gives me much pleasure to observe amongst the names of the prize winners those of several of the leading chiefs, notably the Maharao of Kotah, and I noticed with satisfaction the terms of high commendation in which you spoke of the conduct of Kanwar Dalpat Singh of Manadar, Sirohi, who is ending a long and most honourable career at the college, and of Maharaja Jai Singh of Bamolia, Kotah, a young prince of very high character, who has been successful in arriving at distinction, not only as a student of the Hindi language but also for his exemplary conduct, and perhaps, I may add, for his attainments as a fieldsman at cricket. We shall watch the career of these young men, and I beg to be permitted to offer them my sincere congratulations and good wishes.

The Viceroy then proceeded to distribute the prizes, after which Colonel Trevor rose to request His Excellency to unveil a portrait of Sir Edward Bradford which hung in the hall. In doing so he spoke as follows :—

YOUR EXCELLENCY,—On behalf of many friends and admirers of Sir Edward Bradford, European and Native, I have to re-

quest your Excellency to be kind enough to unveil the portrait of him which is to remain in the hall of this college to mark his long connection with Rajputana as the Agent to the Governor-General and Chief Commissioner of Ajmere and Merwara.

It may seem a little strange to some of us who subscribed towards this memorial that, although it is now nearly four years since Sir Edward Bradford left Rajputana, his portrait has not yet been made public.

The explanation of this is that Art is long, and eminent artists require many sittings; also that when a portrait is painted in England, it has usually to be exhibited in the Royal Academy; and so it has come to pass that, only last February, this portrait was received in India, just in time to miss Sir Edward Bradford, after he had passed through Rajputana with Prince Albert Victor. This seemed at the time a piece of very bad luck, but when we heard that your Excellency proposed to visit Rajputana, we felt that good fortune was in store for us, especially when you kindly consented upon this public occasion to unveil this portrait.

To the many here present who knew Sir Edward Bradford, it is unnecessary for me now to speak of the various qualities which made him an object of admiration to most of us, including the boys of this college, and to all the Chiefs of Rajputana a real friend. I will simply ask your Excellency without prolonging these remarks to unveil his portrait and declare it open to the public view.

His Excellency then rose and spoke as follows:—

Colonel Trevor, Your Highnesses, Ladies and Gentlemen,—It is my agreeable duty to unveil the portrait of Sir Edward Bradford which hangs upon the walls of this room. Sir Edward Bradford is so well known to many of those whom I have the honour of addressing, so much better known probably than he is to me, that I feel that any testimony which I might bear to his character and public services in this country, may fall somewhat flatly upon your ears. His career in India was a long and event-

ful one. He came out in 1854 at the early age of 18. In 1856 we find him proceeding to Persia under General Jacob and receiving the Persian War medal for that campaign. Shortly after his return to India he was appointed to Mayne's Horse and obtained the command of that regiment in 1859, and afterwards that of the Central India Horse. It was while serving with these regiments that he obtained political employment, first as Assistant to the Agent to the Governor-General for Western Malwa and afterwards as Political Agent at Goona. During the Mutiny he had his share of service in the field, and was twice mentioned in despatches, besides receiving the Indian Mutiny medal.

But it is above all in connection with Rajputana that Sir Edward Bradford's name will always be associated. His service in Rajputana commenced in 1870, when he became Political Agent at Jaipur, and although he was afterwards employed from time to time in other parts of India, and held for four years the important appointment of Superintendent of the Thagi and Dacoity Department, he seems to have, so to speak, gravitated back to Rajputana, and for the last ten years of his Indian career he served almost continuously as Agent to the Governor-General and Chief Commissioner for the districts of Ajmere and Merwara.

His successful administration of that important trust is known to you all, and I am not surprised that his many friends should have desired to supplement those honours and distinctions which he has received from his sovereign, by the presentation of this portrait (the work of one of our best known Royal Academicians) to the Mayo College. No more fitting home for Sir Edward Bradford's portrait could be found than the head-quarters of the district in which, for so many years, he played a conspicuous part and in which he is held in such affectionate remembrance—an affection to which witness has been borne by the manner in which the Chiefs of Rajputana, as well as his private friends, have come forward as subscribers to the fund out of which this picture was paid for.

Amongst his European colleagues and subordinates, as well as amongst the Indian subjects of Her Majesty with whom he was brought into contact, whether in private or official life, he has left behind him one of the brightest reputations ever earned by an Indian official. I should say that of the many admirable qualities for which he was distinguished, none were more remarkable than those qualities of tact, gentleness and consideration for others, which I believe go further towards ensuring the success of those placed in responsible positions than many more brilliant attainments of intellect or knowledge. The students of the college could scarcely set before themselves a fairer ideal of that which a gentleman, whether English or Rajput, should desire to be.

"I have no doubt it was a subject of rejoicing to his many Indian friends that when he turned his back upon India he should have found employment under the Secretary of State in a high and responsible position at the India Office, and that they did not fail to take note of the compliment which was paid to him, when last winter he was specially selected to accompany Prince Albert Victor of Wales on the occasion of his visit to this country. He would have been glad to continue in the discharge of those congenial duties, but his many exceptional qualities of head and heart attracted to him the attention of a public larger than that which is interested merely in Indian affairs; and at a time of great anxiety in the history of the Metropolitan Police Force he found himself, I believe most reluctantly, called upon to sever his connection with the India Office, and to undertake the arduous duties of Chief Commissioner of Police. In that most difficult position, his firmness of character, coupled with rare powers of conciliating all with whom he was brought into contact, have already stood him in good stead, and those of us who know him will have little doubt that he will be not less successful in Scotland-yard than he was in Rajputana.

There is one word more which I am anxious to say with regard to Sir Edward Bradford, and that is to express my deep

sympathy, and I may say that of all who are listening to me, with him in the overwhelming loss which he has sustained through the recent death of his son, a youth conspicuous for the simplicity and straightforwardness of his character, and for the blamelessness of his life. To that promising young civilian, beloved and respected as he was by all who knew him, we can accord no higher praise than to say, that in many respects he bade fair to resemble his distinguished father.

Ladies and Gentlemen, the ceremony of unveiling the portrait of a distinguished man is too often performed when the subject of the picture is no longer with us, and we have to be content to look back at the services which he has rendered to his country, or at the affection or respect entertained for him by his friends while he was yet amongst them. In this case, Sir Edward Bradford has fortunately still the prospect of a long and useful career, and I am sure that all of those who are listening to me will join me in hoping that, in spite of the great calamity which has lately thrown a dark shadow over his life, he will be given strength and courage to serve his country for many years, and to build for himself in England a reputation as solid and as brilliant as that which he gained in Rajputana.

The portrait was then unveiled.

CHAPTER XI.

LIST OF DISTINGUISHED VISITORS.

1876-77.—H. H. the Maharana of Udaipur.

1877-78.—Their Highnesses the Maharajas of Jaipur and Kishengarh, and their Excellencies the Governor of Bombay and the Commander-in-Chief.

1878-79.—H. H. the Maharaja of Alwar and Colonel the Honourable Sir Andrew Clarke.

1879-80.—Their Excellencies the Earl and Countess of Lytton and the Viceregal party, Their Highnesses the Maharana of Udaipur, and the Maharaja of Jaipur, Maharaja Mohabat Singh of Jodhpur, and Colonel Sir Oliver St. John.

1880-81.—H. H. the Maharaja of Kishengarh, Colonel Sir Edward Bradford, Sahibzada Muhammad Obaidullah Khan, the Rajah of Bhinai, and H. E. the Governor of Bombay.

1881-82.—H. E. the Marquis of Ripon and the Viceregal party, Colonel Sir Edward Bradford, Mr. Alexander, the late Head Master who brought some young chiefs from the Daly Rajkumar College, Indore, to visit the Mayo College.

1882-83.—Colonel Sir Edward Bradford and Colonel Sir Oliver St. John.

1883-84.—Their Highnesses the Maharajas of Jaipur, Jodhpur and Kishengarh, the Rajah of Faridkote, and the Maharawal of Partabgarh.

1884-85—H. H. the Maharana of Udaipur, Lord Randolph Churchill, Sir Lepel Griffin, and Dr. Leitner.

1885-86.—Their Excellencies the Earl and Countess of Dufferin and the Viceregal party, and H. E. the Governor of Madras.

1886-87.—Their Royal Highnesses the Duke and Duchess of Connaught to whom the boys were duly presented in full durbar; and H. H. the Maharaja of Kishengarh.

1887-88.—The members of the Mayo College Council and H. H. the Maharaja of Mysore.

1888-89.—H. E. Lord Roberts, Commander-in-Chief of India, and Lady Roberts, Tikaji Balbir Singh Wali Ahd of Faridkote, and Colonel Powlett, Agent, Governor-General.

1889-90.—H. R. H. Prince Albert Victor accompanied by Colonel Sir Edward Bradford; H. E. the Governor of Bombay, and Colonel Walter, Agent, Governor-General.

1890-91.—Their Excellencies the Earl and Countess of Lansdowne and the Viceregal party, H. I. H. the Cesarewitch (now Czar of Russia), H. R. H. the Prince of Greece.

The above list contains the names of a few of the most distinguished visitors. As the Mayo College is one of the show places of India, a continuous stream of more or less distinguished travellers visits it during the cold weather.

Miscellaneous Events.

1876-77.—The college was closed from December 14th to January 7th to allow the boys to visit the Imperial Assemblage at Delhi. H. H. the Maharaj Rana of Jhallawar proceeded there under charge

of Colonel St. John, the Principal. The College Council met for the first time at Delhi under the Presidentship of H. E. the Earl of Lytton, Viceroy of India.

1878-79.—A fire broke out in the Jhallawar stables. In August a heavy flight of locusts visited Ajmere. The park was covered for days, the locusts lying several inches deep and doing much damage.

1880-81.—Major Lasalle, Assistant Commissioner, presented to the college museum some Bactrian coins about 2000 years old. On August 1st the accounts of the college were transferred to the Comptroller-General.

1882-83.—At his installation, H. H. the Maharaj Rana of Dholpur expressed a wish to build a boarding house for the young chiefs of his State.

1885-86.—The statue of Lord Mayo, which formerly stood in the central hall, was removed outside to the western front. A college prize fund was formed, the chiefs of Rajputana promising interest on sums amounting to Rs. 10,650.

1886-87.—On February 11th on the occasion of the Jubilee of Her Majesty the Queen-Empress, the Ajmere boys attended the durbar held by Colonel Sir Edward Bradford, Agent, Governor-General, in the Kaisar Bagh, and the whole college was subsequently present at the public meeting held in celebration of the event. In the evening the boarding houses were illuminated and a display of fireworks was given. Pandit Sheo Narain, assisted by Munshi Sheo Pratap, Pandits Pitamber and Gauri Shankar and Lalas Rikhi Kesh and Bhawani Sahai, prepared a series of Hindi letter writers in the dialects special to Rajputana and

revised a Hindi Grammar used in the college. Lala Rikhi Kesh translated into Urdu the History and Geography college text-books.

1890-91.—The census of the college was taken at 9 P.M., February 26th, at which hour a warning gun was fired. Thakur Balbhadra Singh of Pipakheri gave a lecture on the advantages of education.

1891-92.—January 18th was observed as a day of mourning for H. R. H. Prince Albert Victor, Duke of Clarence. No bells were rung, no work was done, and no games were played. By order of Government, the boys and staff wore a black band on the left arm as a sign of mourning till February 26th.

THE COLLEGE COAT-OF-ARMS.

The coat-of-arms was composed under the direction of Colonel Loch, the Principal, from designs furnished by Mr. Lockwood Kipling, formerly Principal of the School of Art, Lahore. In the upper centre of the shield are the Mayo Arms, a cross, and quarterings, a lion rampant, an open hand and ermine. On the right and left are the Sun and Moon, typical of the Surajwansh and Chandrawansh. Below are the *panch ranga*, the five sacred colours of the Rajputs, in the centre of which is a Rajput fort, two towers connected by a curtain. The supporters are, on the right a Bhil warrior with strung bow and quiver full of arrows; on the left, a Rajput armed at all points wearing a steel helmet with three plumes, a shield on his back, a dagger and *qatar* in his belt, and a suit of chain mail covered with embroidered cloth, and gauntlets on his hands. This suit is an

exact copy of one provided for the purpose. The motto is "Let there be Light." The badge, is a peacock, the sacred bird of Rajputana, standing on a two-edged, two-handed Rajput sword. This badge made in metal is worn by the college *chaprassies.*

SNAKES.

A small reward of eight annas for a cobra, and four annas for a krait, is offered for poisonous snakes killed in the park. About 100 kraits and 50 cobras are killed every year. From 1886 to 1895, 930 kraits and 582 cobras, a total of 1512, were killed. As a result, there has been only one case of snake-bite for 20 years, when a coolie employed in the building of the college was killed by a cobra.

CHAPTER XII.

ATHLETIC SPORTS.

ATHLETIC sports have been held on eleven occasions; twice in 1881, and once for each of the years 1883, 1884, 1885, 1886, 1887, 1889, 1890, 1893, 1895.

On the first nine occasions, the boys competed in three divisions according to height; the first for boys over 5 feet 3 inches, the second from 4 feet 6 inches to 5 feet 3 inches, and the third for boys under 4 feet 6 inches. The average height in each division was 5 feet 6 inches, 5 feet, and 4 feet 2 inches, respectively; the average height for the whole college varying from 4 feet 10 inches to 5 feet 2 inches.

The following events were competed for:—on foot,—lawn tennis, high jump, long jump, throwing the cricket ball distance, throwing the cricket ball at wicket 22 yards, 100 yards flat race, 300 yards flat race, stone race, hopping race 50 yards; on horseback—tilting at the ring, limecutting, tent-pegging, jumping.

In each event the winner received 21 marks, the boy who stood second 10, and the third 5 marks. On the completion of all the events, the marks were added together, and the first in each division was awarded a prize.

The competition was occasionally compulsory, that is every boy had to do his best at each event, but usually it was optional. In the stone race, stones were placed a yard apart in a long row, and had to be gathered and placed in a basket, the runner being allowed to carry only one stone at a time.

It was found, however, that this division by height put a premium on short boys of advanced years, and was a severe handicap to young and growing boys. Hence, in April 1893, new rules were introduced, and division was made according to age, which is the custom prevalent in all English schools. The first division was for boys over 17, the second for boys from 14 to 17, and the third for boys under 14. Certain new events were also added to the programme, *viz.*, high pole jump, hop, step and jump, tug-of-war, and pick-a-back race. In the last-named any member of the first or second divisions could compete and had to carry on his back a boy from the third division. Each competitor paid 8 annas for each event for which he entered, and instead of only three prizes for the three best all-round athletes as was the previous custom, prizes were given for each event. Practice went on every morning and evening for ten days, and the result, at which Mr. Giles was present, was a great improvement upon previous years.

In 1895 the same rules were adhered to with the difference that the third division was split into a third for boys from 12 to 14, and a fourth for boys under 12, the object being to give even the smallest boys a chance of distinguishing themselves.

For the sports on horseback, each competitor is given three to four runs at each event. If he is successful and his pace is good he gets three to four marks each time. Less marks down to zero are given proportionate to his success or failure, and his good or bad pace.

Comparison between the several years is only possible for three events—throwing the cricket ball, long jump and high jump, and the following tables shew the records for each year in these three events, with the exception of a few which have been lost. Those for the first occasion of all, February 1881, are unfortunately all lost. The results shew little improvement up to 1889. Till then, the records were not such

as to command respect or admiration in an English school. But on the last three occasions, the great enthusiasm for cricket which first showed itself in 1887 began to have its effect on the physique of our young chiefs, and in 1890 the records suddenly went up to a quite respectable degree. In 1893 this again was passed, and in 1895 this high level was maintained in most events, and even surpassed in a few. In many cases, the second and third divisions since 1890 have defeated the records of the first and second respectively, previous to that year.

Thakur Fateh Singh of Ras, Jodhpur, holds the record for throwing the cricket ball, distance 87 yards 2 feet ; Kanwar Durjan Sal of Kotra, Jhallawar, for the long jump, 16 feet 1 inch ; and Maharaja Devi Singh of Sangod, Kotah, for the high jump, 5 feet.

FIRST DIVISION.

Year.	Limit of height and age.	Number of competitors.	Average height.		Throwing cricket ball.			Long jump.		High jump.	
	Over ft in.		ft.	in	yds	ft.	in	ft.	in.	ft.	in.
1881	5 3	19	5	6	67	0	0	14	7	4	5
1883	,,	20	5	5	69	1	6	11	11	4	4
1884	,,	23	5	6	74	0	0	13	2	4	5½
1885	,,	20	5	7	66	1	0	13	3	4	4
1886	,,	23	5	6	73	0	6	11	5	3	11¾
1887	,,	20	5	7	65	1	0	14	3	4	4
1889	,,	30	5	6	70	1	1	12	4	4	3¾
1890	,,	34	5	6	75	1	0	15	0	4	9½
1893	Above 17 years.	16	.....		82	2	3	16	1	5	0
1895	,,	17	.....		87	2	0	.....		4	10

SECOND DIVISION.

Year.	Limit of height and age.	Number of competitors.	Average height.		Throwing cricket ball.			Long jump.		High jump.	
			ft.	in.	yds.	ft	in	ft.	in	ft.	in.
1881	4 ft. 6 in. to 5 ft. 5 in.	20	4	11	52	1	6	12	0	3	7½
1883	,,	26	4	9	49	2	6	11	2	3	3½
1884	,,	24	4	11	56	0	0	11	9	4	1
1885	,,	27	5	0	.. ..			.. ...		4	1
1886	,,	26	4	11	58	0	8	12	5	4	4
1887	,,	29	4	11	57	2	7	12	4	4	3
1889	,,	22	5	0	70	0	3	12	10	4	4¾
1890	,,	26	5	0	65	1	0	14	9	4	9½
1893	14 years to 17.	22	......		72	1	9	15	1	4	10
1895	,,	22	......		72	0	0	13	6	4	3

THIRD DIVISION.

Year.	Limit of height and age.	Number of competitors.	Average height.		Throwing cricket ball.			Long jump.		High jump.	
	Under ft. in.		ft	in.	yds.	ft.	in.	ft.	in.	ft.	in.
1881	4 6	13	4	2	38	1	6	9	6	2	9
1883	...	13	4	2	39	2	6	9	7	2	11
1884	......	14	4	3	37	0	9	10	9	3	2
1885	... ..	17	4	2	.. ...			... ..		3	1
1886	... ..	18	4	2	36	1	2	11	0	3	3
1887	......	14	4	4	41	1	0	10	8	3	2
1889	......	6	4	3	31	0	10	8	10	2	9½
1890	......	11	4	1	31	2	0	9	2	.....	
1893	Under 14 years.	25	......		56	0	9	12	6	4	1
1895	From 12 to 14 years.	16	......		56	2	0	11	6	4	0
	Under 12 years.	13	......		46	0	0	9	0	3	6

Polo.

Polo is played twice a week, on Wednesday and Saturday evenings, on the Merwara parade ground, but the enthusiasm for the game is confined to a small group of players, partly on account of the expense and partly from the fact that the college has not a ground of its own. Polo of all games requires incessant practice, which cannot be obtained by a school-boy when the ground is some two miles from the college park. For this reason also the polo played is usually not of a very high order. Nevertheless on certain occasions a college team composed entirely of boys has gone to Nasirabad and defeated the station team there. The Rajput, and especially the Jodhpur Rahtor, is an expert and bold horseman, and if properly mounted can hold his own with any man in India. Many of the young chiefs of the college are born riders, full of fire and dash, and with their feather weights and keen eyes want only good mounts and plenty of practice to make them the equals of Englishmen in this most popular of Indian games.

If it were ever thought advisable to develop the college polo to the fullest extent of which it is capable, the two chief requisites would be a college ground as mentioned above, and secondly, a college polo club established on the same lines as the ordinary polo club of an infantry or cavalry regiment, where the ponies belong to the club and each member pays a certain annual or monthly sum towards their purchase and up-keep. At present only rich boys play, and when they go they take their ponies with them. But with the starting of a club, one or two dozen good polo ponies would be kept permanently in the park, and no boy would be debarred on the score of poverty (comparatively speaking) from joining in the game. All the boys would be encouraged to play, the good players eliminated and kept to assiduous practice, and in a short time the college would qe as famous for its polo as it is for its cricket.

A riding course, one or two miles long, would be a great boon to boys who wish to keep themselves and their ponies in hard condition for galloping. Room could be found for it in the park without much difficulty.

While on the subject of riding it will not be out of place to consider the suggestion of a mounted cadet corps for the college. Rifle cadet corps are the rule rather than the exception in most of the public schools in England. In the Mayo College most of the boys have ponies, and all come of a martial stock. Already they attend riding and shooting drill, and are taught how to use lance, sword and rifle. Hence, the formation of a mounted corps would be an easy task, and, as it would give the boys a new interest in life, would without doubt be hailed with enthusiasm. A special uniform could be chosen, and the senior boys made officers with certain small powers of enforcing discipline.

Among many advantages, the principal would be the preparation the young chiefs would undergo should they in later life be employed by their darbars as officers in the Imperial Service, or any local corps within their States. The Rajput gentleman by ancient tradition is debarred from any occupation save that of carrying arms. Since the extension of the British protectorate over Rajputana, the Rajput Chief has lost his profession, and for 70 years has allowed his fighting instinct to slumber in repose. If this slumbering instinct were aroused and properly disciplined, it could be employed as a very efficient auxiliary to the British force in India.

PAPERCHASES.

Occasionally the boys run on paperchases with exactly the same rules as in England. Some of these chases are on horseback, but as the ground round Ajmere is too stony to allow of much galloping, chases on foot are preferred. Whether riding or on foot a master is always in attendance;

and special rules are laid down to prevent riding over crops or otherwise troubling the villagers.

On two occasions the boys went hunting jackals on horseback; each rider had a long stick, and the jackals were ridden down and clubbed, by no means an easy feat.

Rounders.

Rounders was first played on 15th December 1881. It was most popular in 1882-83, when it was practically the only game and was played on 46 days. Since then the interest taken in it has declined owing to the rise of cricket, but it is still played occasionally. The whole college generally joins at the game, making some 35 a side.

Hockey.

This game maintained its popularity for five consecutive years from 1883 to 1888, when it was the principal game of the college. In 1886-87 it was played on 54 days. Four matches took place against the gentlemen of Ajmere, and on each occasion the boys were victorious. It, however, could not hold its own against the rival charms of cricket, and it is now not played more than half a dozen times in the year. Oak walking-sticks are used as clubs, the ball being an old cricket ball.

Football.

Football with Association Rules was played for three years from 1885 to 1888, on some 20 days a year, but it was never very popular, chiefly owing to the necessity of the player wearing boots, while the Mayo College boy prefers to play his games barefooted. Both football and hockey are too violent for the hot weather, and in the cold the boys infinitely prefer cricket.

Indian Games.

The only truly Indian games the boys play are Ghorli Attar and Khoja Dhari. Both, but especially the latter, are childish, and are played only by the juniors. The rules of

Ghorli Attar are somewhat as follows :—Sides are chosen, about ten a side. Two stones with a stick resting horizontally on them are set up. The parties stand on each side of these. The leader of one party throws a ball at the stick to dislodge it. If he succeeds, one of the opposite party must sit down. If the ball is caught before touching the ground, he himself must sit down. In this way the ball is thrown to and fro, until the whole of one party are sitting down. The conquerors then take the ball and with a stick proceed on a kind of journey. Each player takes his turn, hitting first with the right hand, then with the left, and following up the ball each time. If he misses he is out, and another takes up the stick. When all are out, by which time the players may have gone a mile from home, the defeated party start to hop home ; but if they are caught by the victors, they must carry the latter home pick-a-back. The game does not require great skill, though it causes at times great excitement.

AMUSEMENTS.

Every effort is made to render the boys' lives as pleasant as possible. They are taken to every function or performance of interest which takes place in Ajmere or Nasirabad, and whenever possible arrangements are made for private performances, either at the college or elsewhere, to which the staff, boys and servants are invited. Among some of these amusements may be mentioned the races and gymkhana sports at Nasirabad, the Annual Flower Show at the Daulat Bagh, Ajmere, parades of the Merwara Battalion, Lloyd Lindsay contests, sham fights, Volunteer and Railway and Rajputana school sports, visiting the Railway workshops, circuses, conjuring, ventriloquism, acrobatic, Japanese and tight-rope performances, balloon ascents, the magic lantern shewn by Colonel Loch the Principal, recitations, feats of memory, the phonograph, Parsi theatricals, &c.

On the average during the year the boys attend three or four performances. These give them the keenest pleasure, as in the solitude of their own villages they see no public shows of any kind.

The magic lantern is a splendid instrument of great size and the best make. It has hundreds of slides, amusing or descriptive. Among others the history of Alladin and the Lamp and the Tale of a Tub are the favourites. The Principal shews it once or twice a year, explaining and commenting on each picture as presented, for the advantage of the younger boys.

CHAPTER XIII.

CRICKET.

FOR a college like the Mayo, cricket must for ever remain the game *par excellence.* For one thing it is the only game which can be played all day, and for which, therefore, the Principal can be asked to grant a holiday. Then every boy can join, whether rich or poor, weak or strong, skilful or unskilful. Of course, the strong and the skilful, at this as at every other out-door game, will have better fun than the weak and unskilful, but in spite of this every boy possessed of average abilities can, with a little perseverance, acquire sufficient proficiency to give him a very fair measure of pleasure when he plays.

And then cricket is an education in itself. It develops nearly every muscle in the body. To the mind, it teaches fortitude under defeat, and modesty at the time of victory; for any sudden turn of fortune may even at the last moment change defeat to victory or victory to defeat. It discourages selfishness, and teaches the player the necessity of playing for his side and not for himself. It inculcates smartness and activity. No good cricketer is a sloven or a sluggard. It is a democratic game, where riches and poverty, high rank and low rank, are of no account compared to real merit. The attention must never flag, the eye must be ever on the watch, and arms, legs and body must move promptly and swiftly in obedience to the behests of the mind. And if pain is caused, and a cricket ball is at times harder than the nether millstone, it must be

hidden by a smile. Under no circumstances must the temper be lost; that godlike attribute should ever remain calm and unruffled. For these and many other reasons, cricket has become the king of games, absolute ruler at the Mayo, as at every other college and school where it has been introduced.

Cricket has been played at the college ever since it was founded, but previous to 1887 it was in a very rudimentary state, more resembling cricket on the village green than the scientific game it has since become. The bowling was all underhand, and the batting was on a par with the bowling. From 1875 to 1887 only one outside match was played, and this against the Ajmere Government College.

The result was a curious one, seldom occurring in cricket, both sides being exactly equal. The runs were chiefly made by Messrs. Johnstone and Rundall, Pandit Gauri Shankar and Madho Singh; the two English gentlemen and Birbhadra Singh being the chief bowlers. The record of this and other matches, together with the yearly batting and bowling records, are given at the end of this chapter.

In 1887 a new impetus was given which resulted in cricket becoming the rage, a rage which as yet shews no signs of cooling. In cricket, batting always improves with the bowling. The first thing to be done, therefore, was to introduce a higher class of bowling. Three boys undertook to learn the overhand style—Jai Singh of Bamolia, Abhai Singh of Mangal, and Bhawani Singh of Fatehpur. These, with the Head Master, made four overhand bowlers, or two aside in a pick-up game. To encourage their efforts, underhand bowling was interdicted until the side had made 40 runs. Games were played every day in the week, including Sundays, and after two or three months of this the Mayo College eleven considered themselves good enough to challenge the Ajmere Gymkhana. The match was played on the college ground.

The record has unfortunately been lost, but the college eleven consisted of H. Sherring (Capt.); Jai Singh, Bamolia; Abhai Singh, Mangal; Bhawani Singh, Fatehpur; Sultan Singh, Nimbhera; Dip Singh, Garhsisar; Lachman Singh, Bagsuri; Abhai Singh, Rajpura; Takht Singh, Dhanoda; Durjan Sal, Kotra; and Harnath Singh, Para. They made 50 runs to the Gymkhana's 80. The overhand bowling did not come off, most of the wickets falling to the underhand. The bowling was weak, the batting weaker still, only the fielding was good. No more outside matches were played that season, which closed in April 1888.

Jai Singh was easily first batsman, and three of the team had respectable averages. Towards the end of the season, Durjan Sal, Madho Singh and Sheo Singh did some good work as overhand bowlers. Harnath Singh and Sultan Singh held to their underhand. The Head Master generally captained one side. His record was 557 runs, 48 innings, average 13; and he was responsible for 130 wickets.

During 1888 to 1889 Jai Singh was absent for a long time. Durjan Sal worked forward to the proud position of first bat, and Madho Singh to that of champion bowler.

The team lost Dip Singh, Harnath Singh and Abhai Singh of Rajpura, their places being taken by Guman Singh, Pabudan and Madho Singh. The chief feature of the year was the marked improvement in the bowling. The number of overhand bowlers increased to ten. Lachman Singh was the only underhander left. The rule regarding the interdiction of underhand bowling was dispensed with, it being no longer found necessary, and from that day to this the college bowling has been invariably overhand.

After six months' hard work the eleven felt that they could once more engage the Gymkhana, this time with some chance of victory, and on January 12th, 1889, a one-innings' match was played. As it was still thought that the college

team required strengthening, Mr. Stanley Clarke, a well-known bat and bowler, played for us. There were only nine gentlemen of Ajmere, so two college boys played to make up their team. The result was an overwhelming victory for the college. Most of the wickets were taken by Mr. Clarke, but the greater part of the runs were made by the college.

The next week a return match was played with Mr. Clarke on the Gymkhana side. The college again won easily. Though Clarke crumpled up our batting, yet, strange to say, our bowling unaided was more effective than in the previous match when Clarke was on our side.

In the same month Colonel Abbott, then Political Agent at Jhallawar, sent us a challenge to play the local team, together with a most courteous invitation to Jhallawar. The college team, under charge of the Head Master, went to Neemuch by train, 120 miles, thence forty miles by bullock-carts and palkis to a river halfway, and onward another forty miles by carriage. The boys had a separate camp, and throughout their visit the whole team were entertained royally by their very kind hosts, Colonel and Mrs. Abbott. The Jhallawar team had only newly been formed, and though they made a plucky stand and the college won only by 48 runs, yet the result was never doubtful. This was the first time that the college team had played away from Ajmere. They thoroughly enjoyed their trip, the only *contretemps* occurring on their return journey when a carriage broke down, and some of the boys, like the Knights of Malta, had to ride two on one horse.

The Gymkhana were burning to wipe off their two defeats, and in February a match was played at the Kaisar Bagh which effectually solaced their outraged feelings. The tables were completely turned, and the college was beaten precisely to the same extent as the Gymkhana had been in the first match, when Stanley Clarke played for us.

Thus out of four outside matches the college lost one and won three. The Head Master's record was 754 runs, 68 innings, average 13, wickets taken 141.

In the season 1889 to 1890, as many as 80 innings were played, an advance on both the previous years. There was a further marked improvement in the bowling, and the total batting average of the eleven declined from 115 to 91. This result was due principally to the fine bowling of Madho Singh, Batera, who again was easily champion bowler. He was undoubtedly the best bowler the college has ever had. He was practically tireless, could go on for ever, had a high sweeping action, kept a good length and fair pace, seldom sent down a loose ball, and could put on at will an astonishing off-break. Many a time his balls would pitch well to the off and break right across to leg, to be, alas, swiped in that direction to the boundary. His being a weak bat was an advantage rather than otherwise, as he could always be counted on to come fresh to his bowling, untired by run-getting. During this season all the bowlers diligently studied the art of breaking their balls. We have never had a bowler who could at will break both ways, but this season every bowler learned the off-break, with the exception of Durjan Sal who, being a left-hander, broke naturally from leg. Lachman Singh, Guman Singh, Takht Singh and Pabudan were lost to the eleven, their places being taken by Sham Singh, Fateh Singh, Bijai Singh, and H. H. the Maharao of Kotah. Durjan Sal was in poor health during this year and went off completely both in batting and bowling. Bhawani Singh also practically ceased to be a bowler. In batting, Jai Singh again took the first place, though in bowling he was beaten by Sham Singh.

During the season five outside matches were played, of which the college lost two, won two, and the fifth was drawn greatly in our favour. There were also two mixed matches with the Gymkhana.

The first match was on September 6th. The Gymkhana won owing to Dr. Mullen's bowling which is peculiar to say the least. It is underhand, left-handed ; the ball pitches about four yards from the bowler, and goes trundling on the ground in a wide curve to the off, coming in at the last moment to the wicket. It is easy to play when once the trick of it is known, but sufficiently dangerous otherwise as is shewn by the score. The Gymkhana made no stand against Madho Singh, and as Dr. Mullen's bowling was ineffective in the second innings, the college might have won the match had that innings been finished.

A return match was played a fortnight later which we won, chiefly owing to Madho Singh who took seven wickets.

The third match we lost by 34 runs, principally owing to the Rev. Skelton's good score of 48. In the second innings the wickets were falling fast, and it is doubtful whether the Gymkhana would have made a century had the match been completed.

In February 1890 H. R. H. Prince Albert Victor visited Ajmere. A garden party was given in his honour at the Kaisar Bagh by the residents, one of the chief attractions of which was a cricket match between the College and the Gymkhana. The college closed their innings at 224 for five wickets, and when time was called four of the Gymkhana wickets had fallen for 44 runs. The draw was therefore greatly in our favour. In no match has the college batting appeared to such advantage. On this occasion the college eleven wore their colours and uniform for the first time. They consist of a white flannel coat, tight at the chest and loose below reaching half way to the knee, *dhotis* or trousers, and a *puggree* of the *panch ranga* or the five sacred colours of the Rajputs, red, green, white, blue, yellow. A shield of the same colours is worn on the left breast.

In the same month Colonel Abbott brought a team from Jhallawar and a return match was played on the college grounds. The Jhallawaris were the guests of the college and were encamped under the trees in the north-west corner of the grounds. The college made almost exactly the same number of runs as in the first match at Jhallawar ; but our bowling had in the meanwhile greatly improved, and our guests could do nothing against Madho Singh who took twelve wickets, or Sheo Singh who took seven. Neither bowler was changed during the two innings.

On September 19th a mixed match was played at the Kaisar Bagh, that is, each eleven consisted of half College and half Gymkhana. It was remarkable for nothing except Abhai Singh's fine score of 81 not out. Another was played on the college ground in January 1890.

The Head Master's record was 774 runs, 77 innings, average 13, 80 wickets taken. Raj Bijai Singh of Kunari, one of the old boys, who returned in attendance on the Maharao of Kotah, played constantly with the team. His record was 427 runs, 37 innings, average 12, 42 wickets taken.

In 1890 to 91 there was a certain decadence of enthusiasm, as only 50 innings were played instead of 80. The total of averages for the eleven however rose to 119. Sultan Singh, Sheo Singh, and Bijai Singh, Riyan, left the college. The two first were a great loss. Sultan Singh was a free if somewhat reckless bat, and Sheo Singh was a right good bowler with a singularly easy and graceful action that went far to disguise the pace of the ball. Their places were taken by Kalyan Singh of Ajeyarajpura, Hari Singh, Mahajan and Fateh Singh, Dabla. Fateh Singh, Ras, worked up to be champion batsman, a position which he held during the rest of his stay at college. Madho Singh remained first bowler, though Durjan Sal was only one wicket behind. H. H. the Maharao of Kotah took up to the third position among the bowlers,

and the 7th among the bats. Jai Singh, Abhai Singh and Bhawani Singh, the three who first learned overhand bowling, retired practically into private life as far as bowling went.

There were three outside matches all against the Gymkhana. The college won two and lost one. There is nothing particular to remark in any of them, except the extraordinary collapse of the Gymkhana in the second match, when in the second innings the whole side went out for 27 to the bowling of Madho Singh and Durjan Sal.

Mr. Sherring went home on leave in May 1890. His place was taken by Mr. Harris whose record was 168 runs, 43 innings, average 4. Raj Bijai Singh, Kunari, continued to do good work for the team, his record being 381 runs, 35 innings, average 14, wickets taken 41. Jehangir, a Parsee gentleman, the private tutor of Fateh Singh, Ras, also played with the boys, making 44 runs and an average of 7, with 23 wickets taken.

In the next year, 1891 to 92, the college lost two of the best bats, Jai Singh, Bamolia, and Bhawani Singh, Fatehpur, and two of the best bowlers, Madho Singh, Batera, and Sham Singh, Raghunathgarh. All four had more or less played in the eleven regularly for four years. Jai Singh was a free and most punishing bat, with great driving power and moreover made an excellent captain of a side owing to his strong will and cheerful temperament. Bhawani Singh was more cautious, but at the same time more scientific, and more given to back play. Madho Singh has already been commented on. His bowling is a tradition in the college even to the present day. Sham Singh had a quick, graceful, high action as bowler, which was at times very effective. All four were enthusiastic cricketers, and their going was a great loss. Their places were taken by Gopal Singh, Alsar; Sujan Singh, Nimbhera; Hafiz Khan, Tonk; and Durjan Singh, Daspan. Some 60 innings were played, and though the total of averages

for the eleven declined from 119 to 109, yet Fateh Singh, Ras, who was again champion, ran up his average from 18 to 25. He was also the third best bowler, Durjan Sal being the first, followed very closely by the Maharao of Kotah.

Five outside matches were played, two were won each by an innings and some runs to spare, and three were lost, one only by six runs. The first was against a railway club who called themselves the Blue Castle. They won owing to Dinshah's underhand bowling; but if there had been another half an hour of light to finish the second innings, it is doubtful whether the last three wickets would have made the 9 runs required. The second was against Udaipur, whither the team went under charge of Colonel Loch, the Principal, at the kind invitation of H. H. the Maharana. This was the second time that a college team had played away from Ajmere. The victory was most decisive, partly owing to our batting which was good, but chiefly on account of our bowling against which the local team could do nothing. H. H. the Maharao of Kotah alone took ten wickets. Madho Singh, Batera, played against us, but in his six months' absence from the college, his right arm had already lost a great deal of its cunning. It is needless to say that the boys thoroughly enjoyed their trip, or that the hospitality extended to them was most kind and lavish.

In November 1891, the college team of boys alone played a combined team gathered from all Ajmere. This was the first match of the kind that had been played, and the result was glorious. In both batting and bowling the team showed to great advantage.

The next match, however, was disastrous. In December, at the invitation of H. H. the Maharaja, the eleven visited Jaipur under the charge of the Head Master. Apart from cricket, the trip was most enjoyable, thanks to the kindness of Colonel Abbott the Political Agent, and of Colonel and

Mrs. Jacob, but in the matter of cricket our joy was more tempered. First and foremost the Jaipuris were far the stronger team, all picked men, with the whole of the city for choice ; then the ground was very soft, the pavilion was in a line with the wickets and there were no screens. Our team consisted of three men and eight boys, accustomed to play on hard wickets. A week later the Parsee eleven visited Jaipur, and had to play their very best to escape defeat. They declared that the Jaipuris were the toughest nut to crack they had found in all India. No wonder, therefore, that we were beaten. The marvel is that we succeeded in dismissing our opponents for 69 runs without a change of bowlers.

In March 1892 the college played a strong team of officers from Nasirabad. To the last moment the match was most exciting, and as it was we lost only by six runs. In this match, Kalyan Singh, Ajeyarajpura, made an off drive for seven. The rest of the eleven presented him with the Badminton Book on Cricket as a mark of their approval.

Raj Bijai Singh of Kunari and Jehangir both played a great deal with the boys and gave valuable aid in the matches. The former's record was 512 runs, 39 innings, average 13, wickets taken 87 ; the latter's 339 runs, 32 innings, average 13, wickets taken 74. The Head Master returned from leave in August. His record was 569 runs, 38 innings, average 16.

In the next year some 60 innings were played, but the total average of the eleven declined to 94 ; even Fateh Singh, Ras, who again was champion bat, fell from 25 to 17. Durjan Sal was first bowler and second bat, and Fateh Singh, Dabla, worked up to third bat and second bowler. Abhai Singh, Mangal ; Kalyan Singh, Ajeyarajpura ; Sujan Singh, Nimbhira ; and Durjan Singh, Daspan, left the college. The loss of the first two was much felt. Abhai Singh played for the eleven for five years. During the first three years he was

one of the first four bowlers, and for four years one of the three best bats. Kalyan Singh was a hard dashing hitter, and was the fastest bowler we have ever had. Their places were taken by Takht Singh, Alsar; Udai Singh, Bhadran; Bakhtawar Singh, Bera; and Bhopal Singh, Ras.

Two outside matches were played, in both of which the college suffered a heavy defeat. Our antagonists were not strong, for in neither case did they make more than 80; but our batting was deplorably weak. In four innings the entire eleven made only 114 runs. H. H. the Maharao of Kotah left the college in October of this year, taking with him Raj Bijai Singh of Kunari. Their departure and the absence of Fateh Singh of Ras and Jehangir completely crippled the eleven in the second match. The departure of H. H. the Maharao was a great blow to cricket. He was and still is an enthusiast at the game, has a quick eye, is a good bat, and for two years was one of our best bowlers. His enthusiasm went far to kindle a like sentiment among his companions. Since his departure on two successive years he made every arrangement for a college team to go down to Kotah to play the local eleven, but on each occasion the arrangements have fallen through owing to sudden deaths in His Highness' family. Raj Bijai Singh of Kunari, was also one of our mainstays, and the cause of cricket suffered greatly on his departure. Having a very powerful frame, he never tired, nor lost heart, but was as cheerful under defeat as in time of victory. He was a fast bowler, with fair break, and a strong scientific bat.

Bijai Singh's record was 131 runs, 15 innings, average 10, wickets 30. The Head Master's 356 runs, 42 innings average 10.

In 1893 to 94 the college eleven lost the Maharao of Kotah, Durjan Sal, Udai Singh and Hafiz Khan, and in their places gained Bhawani Singh, Sangod; Janak Singh, Nimrana; Pratap Singh, Sankhwai; and Sheodan Singh, Sarthal. I have

already commented on the Maharao. Durjan Sal's departure was also a grievous blow to the efficiency of the team. He was a member of the eleven for six years, which can be said of no other player. In his second year he was champion bat and was always one of the four best bats. He took to bowling during the last three years, when he was champion bowler for two years. He had the gift of enforcing obedience and was a capital captain of a side. He is left-handed both in batting and bowling, a great slogger to his leg and his on, and as bowler could put on a very effective and fast curl from leg which was especially deadly in outside matches with players who did not know the trick of it. H. H. the Maharaja of Alwar joined the college, and his guardian Mr. Manners-Smith, and one of his attendants Pertabji played a great deal with the boys. In November Mr. Cooper was appointed cricket instructor to the college. He had been a member of the Parsee team in Bombay and had accompanied them on their trip to England. He is a good wicket keeper, a fair bowler, and a correct, graceful and punishing batsman. The boys were divided into three divisions and six elevens, two elevens in each division, and each division went to Mr. Cooper twice a week, generally in the morning. Thursday afternoon was set aside as a regular day for games and matches. Fateh Singh,Ras,easily maintained his place as champion bat, and the average of himself and the next three players went up slightly, but the average of the whole eleven fell considerably, from 94 to 82; in fact it has never been so low. About sixty innings were played. Gopal Singh was first bowler, followed very closely by Fateh Singh, Dabla.

Five outside matches were played by the college eleven; three we won, and in two we were badly beaten. In three other matches the college joined the Ajmere Gymkhana in playing the Railway Cricket Club. We lost one and won two. So on the whole the season was a merry and successful one.

The first match was against the Blue Castle which had beaten us two years ago. They could do nothing against the bowling of the two Fateh Singhs of Ras and Dabla and we won easily. In the second against the Railway Cricket Club victory was again owing to the bowling of the two Fateh Singhs. The third against another Railway Club was a veritable triumph, and for the first time in the year our batting was pre-eminent. Fateh Singh, Dabla, alone made 68 (not out), chiefly by running out and slogging to the deep field. After this came three mixed matches, when the college joined the Gymkhana and played the Railway Cricket Club. In each 8 to 9 of the college team played. The bowling was invariably done by us. In the first we made 121 to their 162. Fateh Singh, Dabla, took six wickets and Gopal Singh four. In the second we made 189 ; Mr. Cooper 105 (not out) and they 39. Gopal Singh took seven wickets and Fateh Singh, Dabla, three. In the third we made 209 runs. Cooper 54, Fateh Singh, Ras, 52 ; and they 72 in the first innings and 130 in the second. Thus in two we gained overwhelming victories, and in one only we were beaten by 41 runs.

The season begun so well, ended disastrously. The Jaipur team who had beaten us three years ago, visited the college to play a return match at the beginning of 1894. They were the college guests and were put up at the Jaipur boarding-house. We were badly beaten owing to the collapse of our batting, though it is only fair to add that Mr. Cooper was suffering all day from fever. Compared to the previous match we made many more runs, but, on the other hand, so did the Jaipuris. Kalyan Singh of Ajeyrajpura, played against us on this occasion. The last match against the Railway Cricket Club was a defeat though not a severe one, and if the second innings had been finished we might have won. We declared our innings closed at 113 runs for four wickets, and when time was called had taken three of theirs for 26 runs.

Mr. Cooper's record for the year 1893 to 94 was 530 runs, 20 innings, average 35, wickets taken 48 ; Mr. Manners-Smith's, 219 runs, 25 innings, average 10 ; the Head Master's, 506 runs, 59 innings, average 10 ; Jehangir's, 44 runs, 9 innings, average 5, wickets taken 15.

For the year 1894-95 the eleven lost the services of Hari Singh, Mahajan ; Pratap Singh, Sankhwai ; and Bakhtawar Singh, Bera. Hari Singh was the hardest hitting batsman we have ever had. It would be difficult to say how many bats he broke by sheer force of slogging. As a rule a cricketer is not particularly good at his book work ; but Hari Singh, besides being a good bat, was one of our most intelligent and hard working students. The new members were Amar Singh, Jodhpur ; Ahmad Din Khan, Tonk ; and Pratap Singh, Kundla. Some 55 innings were played and the average for the eleven rose to 93. Fateh Singh, Ras, and Fateh Singh, Dabla, tied for the post of champion bat. The latter was first bowler, with the former second ; Gopal Singh, Alsar, was third bat and bowler. Compared to these three the rest of the eleven were nowhere.

Three outside matches were played, all of which the college won, which can be said of no other year. The first was against the Ajmere Gymkhana and was a conquest rather than a victory ; with Cooper and our good bowlers all doing their best, the adversary made very little show.

The second and third matches were against the Rajkumar College, Rajkote. Hitherto the college eleven had seldom played together. There was generally a strong admixture of men to strengthen them. Moreover they had never played against a boys' team. Their opponents were invariably grown-up men. Hence we were all curious to see how they would play when left to themselves against a team composed of young chiefs just like themselves. The first match was played at the Mayo College. The Rajkotes came under charge of

their Vice-Principal, Mr. Waddington, and were put up in the Jaipur Kothi. As far as is known, this was the first time that two Rajkumar colleges had ever played against each other. The result in many ways was surprising. We won easily, but a very little would have turned victory into defeat. Fateh Singh, Ras, our best bat made two ducks' eggs, but redeemed himself by taking twelve wickets. Out of our 166 runs, Fateh Singh, Dabla, made 99 (not out second innings). And in our second innings the rest of our side made 5 runs and there were 8 ducks' eggs. On their side Dan Singhji took eleven wickets. It was a good fight and exciting to the very end. They were handicapped by playing on a strange ground, and we by the loss of Gopal Singh, Alsar, who was down with fever.

The return match was played in the following February, when our eleven went to Rajkote under charge of Colonel Loch, the Principal. Our opponents wished to play two old boys, so to make things equal we sent for Durjan Sal, Kotra, and Kalyan Singh, Ajeyarajpura. The latter was in good practice as he plays constantly with the Jaipur team. The former, though he had not touched a bat for more than a year, yet soon got back his ancient skill after a little practice at the college. Neither Gopal Singh nor his brother Takht Singh could play as they were absent on account of a marriage, yet our victory was more complete even than in the first match. Durjan Sal took twelve wickets and made a good score each time; Amar Singh, Kalyan Singh, and Fateh Singh, Ras, made respectable scores. On their side Bhawani Singhji took ten wickets in the first innings, the eleventh being run out.

Our boys thoroughly enjoyed their trip, and were loud in their praises of the kind and generous hospitality extended to them by Mr. Macnaghten, the Principal, Mrs. Macnaghten and the college boys generally. There is no doubt that these matches tend to develop friendship and good-will between

the two colleges, and it is to be hoped that a match between them will become a regular annual institution. [A third match was played in Ajmere in September 1896. The Mayo College won by an innings and 82 runs. Gopal Singh, Alsar, made the best score 68.]

On a few occasions it has been possible to get up outside matches for the second eleven; one of them is given at the end of this chapter as a curiosity. The college won, but it was a close game. Lachman Singh, Both, took 10 wickets and Ahmad Din Khan 8, and H. H. Jai Singh, Maharaja of Alwar, made 24, the highest score.

The record of 1894 to 95 for those gentlemen who were good enough to play constantly with the boys, was for Mr. Manners-Smith 184 runs, 26 innings, average 7; for the Head Master 582 runs, 45 innings, average 14 ; for Mr. Cooper 688 runs, 29 innings, average 34, wickets taken 24 ; for Jehangir 125 runs, 18 innings, average 8, wickets 45 ; for Pertabji 187 runs, 41 innings, average 4, wickets 29 ; for Sheonath Singh, a son of the Udaipur Motamid, 142 runs, 18 innings, average 5, wickets 31.

The twenty years of which this book is a record end with October 1895, and hence the cricket record is not brought beyond that date. The eleven lost Fateh Singh, Ras, and Pratap Singh, Kundla, both of whom left the college ; also Bhopal Singh, Ras, Bhawani Singh, Sangod, and Janak Singh, Nimrana, who though they remained at the college, yet were beaten in their averages by younger blood. Fateh Singh, Ras, was the best bat and the best all-round cricketer that we have ever had at the college. His best year was 1891 to 1892 when his average was 25, but though he went off a little in the next two years yet he managed to maintain his place as champion bat for five years. He was a cautious, scientific player, good at both forward and back play, and on occasion could let himself out to punish a ball in rare style. He was the only bowler we have had who tried to break both ways ;

his action was very easy and deceptive, and he was generally more successful in an outside match than at home play.

The new arrivals in the eleven were H. H. Jai Singh, Maharaja of Alwar, who was prevented by a serious illness from playing more than five innings, and yet held an average of 15; Madho Singh, Arnia, who had been bowling for the eleven for two years without succeeding in being placed as a batsman; Lachman Singh, Both, Shankar Singh, Govindgarh, and Bakhtwar Singh. The special feature of these three months' play was the great advance in the average for the eleven; it rose from 93 to 135, higher than it has ever stood. Gopal Singh was easily first with an average of 28, higher than any previously gained. The record before was Fateh Singh, Ras, 25. The play was entirely on a mat, and the absolutely true wicket undoubtedly had a great deal to do with the raising of the average. Fateh Singh, Dabla, was best bowler, followed closely by Gopal Singh and Madho Singh. The heat during the rains was very great, and only 14 innings were played.

There were three outside matches all with the Railway Club. The college gained one and lost two, not a bad result considering how good our opponents were. The same team at the end of September visited Neemuch, Mhow and Ahmedabad, and easily defeated each station. In the first match three of our batsmen were run out, which was unfortunate, and the result was a bad defeat. The second we won easily, though here again two men were run out. Our captain, moreover, sprained his knee just before his innings began. As a result, he could not play in the third match, which, however, we lost only by 21 runs, and again two men were run out.

The record for those who played with the boys from July to September 1895 was for Mr. Manners-Smith 57 runs, 6 innings, average 11; the Head Master 199 runs, 12 innings, average 33; Jehangir 71 runs, 6 innings, average 14; Sheonath Singh 240 runs, 12 innings, average 30.

And now for a few general statistics. The following table shews the total number of runs, innings and averages of the elevens for the 8½ seasons :—

Mayo College eleven, totals for eight seasons.	Total number of runs.	Total number of innings.	Average in each innings.
1887-1888	4.608	408	131
1888-1889	4,689	515	115
1889-1890	5,076	688	91
1890-1891	3,258	378	119
1891-1892	4,255	502	109
1892 1893	3,264	440	94
1893-1894	2.982	484	82
1894-1895	3,699	502	93
1895 (3 months only)	1,138	115	135

From this it will be seen that the enthusiasm for cricket went steadily up during the first three years, when it was at its highest at 688 innings for the season. The next year there was an abrupt fall to 378, the lowest of any season. Then it rose to 502, sank again to 440, and during the last three seasons has been steadily rising. The lowest average for the eleven was 82 in 1893-94, and the highest 135 in 1895.

The following table shews the champion batsmen and bowlers—

	Champion Batsmen.	Champion Bowlers.
1887-1888	Jai Singh, Bamolia ...	Jai Singh, Bamolia.
1888-1889	Durjan Sal, Kotra ...	Madho Singh, Batera.
1889-1890	Jai Singh, Bamolia ...	Madho Singh, Batera.
1890-1891	Fateh Singh, Ras ...	Madho Singh, Batera.
1891-1892	Fateh Singh, Ras ...	Durjan Sal, Kotra.
1892-1893	Fateh Singh, Ras ...	Durjan Sal, Kotra.
1893-1894	Fateh Singh, Ras ...	Gopal Singh, Alsar.
1894-1895 ...	Fateh Singh, Ras Fateh Singh, Dabla	Fateh Singh, Dabla.
1895 (for three months only)...	Gopal Singh, Alsar ...	Fatĕh Singh, Dabla.

The batsmen are selected according to their batting average, and the bowlers by the number of wickets taken during the year. The latter is a very rough-and-ready way of reckoning, but on the whole gives true results, and is the only one possible with boy scorers who nearly always forget, in the excitement of the game, to enter the bowler's analysis. Jai Singh and Fateh Singh, Dabla, were the only boys who were champion bats and bowlers in the same year. Fateh Singh, Ras, was champion bat for five consecutive years, and Jai Singh for two seasons. Madho Singh was champion bowler for three years, and Durjan Sal for two.

The following table shews the eleven best batsmen and the eleven best bowlers we have ever had, taken at their best and arranged according to their highest annual average—

	Eleven best Batsmen.	Highest annual average.	Eleven best Bowlers	Greatest number of wickets taken in a year.
1	Fateh Singh, Ras ..	25	Madho Singh, Batera	268
2	Jai Singh, Bamolia ...	22	Gopal Singh Alsar ..	224
3	Abhai Singh, Mangal	19	Fateh Singh, Dabla	219
	Lachman Singh, Bagsuri	19	Abhai Singh, Mangal	195
5	Bhawani Singh, Fatehpur	18	Bhawani Singh, Fatehpur	190
	Fateh Singh, Dabla ..	18	Jai Singh, Bamolia	187
7	Durjan Sal, Kotra ...	17	Sham Singh, Raghunathgarh	185
8	Gopal Singh, Alsar ...	16	Durjan Sal, Kotra	162
9	Hari Singh, Mahajan	14	H. H. Ummed Singh, Maharao of Kotah	158
10	Kalyan Singh, Ajeyarajpura	13	Fateh Singh, Ras ...	142
11	Sultan Singh, Nimbhera	11	Sheo Singh, Bharanwda	100

Thirty-one outside matches, in which the college eleven were engaged on one side, were played from 1887 to September 1895. Of these, one which was played before H. R. H.

Prince Albert Victor was a draw, very greatly in our favour. Of the others, the college won 16 or 53 per cent., and lost 14 or 47 per cent. Of the victories, four were gained by more than an innings, and seven by five or more wickets or 50 or more runs. Of these eleven, five were gained over the Gymkhana, four over out-stations, and two over Railway Clubs. Of the defeats, four were by more than an innings, and three by five or more wickets, or 50 or more runs. Of these seven, four were inflicted by the Gymkhana, two by out-stations, and one by the Railway. Fifteen matches were played against the Ajmere Gymkhana, seven were won, seven lost, and one was a draw in our favour. Eight were played against out-stations, five were won, and three lost. Eight were played against Railway Clubs, four were lost and four won.

Besides the above matches the boys have joined in many others, mixed with members of various clubs. The most important of these have been commented on above. As a rule, the college eleven of boys very seldom plays alone. It is generally strengthened by Mr. Manners-Smith, the Head Master, or anybody else who is attached in one way or other to the college; and when it does play alone, the batting record is not implicitly followed in the choice of the eleven. Due regard has to be paid to a player's bowling and fielding powers. In the three matches which I have recorded as played solely by the boys, the latter did exceedingly well and won in every case.

In a match the Head Master generally goes in first with the object of setting a good example of steady play—an object by no means always attained. The bowling is kept carefully to the off, and seldom more than two fielders are put to the "on."

The averages and scores recorded will seem very poor to an English cricketer's eyes. But it must be remembered that cricket in India is quite a different game to cricket in England, a fact that is made only too manifest when an English team visits our Eastern Empire. The glare is very great,

and when the ball becomes the same colour as the ground, which it generally does after an hour's play, it is not an easy object to see. The heat always great, is at times terrific. Some kind of sun hat must always be worn. And then last, but not least, the wickets if on grass are in many cases truly execrable. Mostly they play as if made of sheet iron. The ground underneath is as hard as a rock. The soil above this is either of the same consistency, or waterlogged, or loose and friable, the result being a perpetual surprise to the unhappy batsman. The matches mentioned in the daily papers seldom amount to more than 150 runs an innings. Mr. Cooper, the best bat we have ever had in Ajmere, had an average of only 35. Hence it is not too much to say that, comparing our cricket with English cricket, one run made in India is equal to one and-a-half, if not two, runs made in England.

The difficulties in building up a good college eleven are great. There are barely fifteen boys to choose from. The rest are little fellows whom it would be ridiculous to ask to stand up against men. The biggest and oldest boys generally leave the soonest; and every year there is a wide gap made in the eleven. Our opponents are nearly always grown men, and the area of selection for them is a wide one. The Railway operatives in Ajmere number at least 400. The Jaipuris, Udaipuris and Jhallawaris have entire cities to choose from. Hence our success in winning more matches than we have lost is very fairly creditable. I have no hesitation in saying that the college eleven of boys alone would make an equal fight with the eleven of any school in England of the same number of students.

The boys get up all kinds of matches amongst themselves, such as the First or Second Eleven *vs.* the Masters, when the latter generally come to grief; the First Eleven *vs.* Twenty-two; the Rahtores *vs.* the World; Class against Class, and State against State. These cause immense excitement, but space forbids me to record them.

In the ordinary pick-up games various devices are resorted to to curtail the length of the innings, and give the second rate bats a chance. A maximum of 20, 30, 40 or 50 runs is often fixed, after having attained which the batsman must retire. Sometimes also there is a minimum of 5. If the batsman is out before making five runs, he has another innings.

The above account is occupied entirely with the doings of the first eleven, but it must not be imagined that this is all or even the greater part of the cricket which is played. There are six elevens and three divisions and each eleven plays quite as many innings as the first. Besides the playing of games, each eleven practises with a coach twice a week; and every evening the net is up and voluntary practice going on for an hour or more. The batting in the lower elevens is fairly good and correct, and the bowling almost invariably overhand.

This account of our cricket has run to a great length, but perhaps it is not unduly long when we consider that cricket forms half the existence of a Mayo College boy.

BATTING RECORD, 1887 TO 1888.

	Mayo College Eleven in Order of Merit.	Total number of runs.	Total number of innings.	Average in each innings.
1	Jai Singh, Bamolia ...	942	50	22
2	Abhai Singh, Mangal ...	662	37	19
3	Lachman Singh, Bagsuri ...	483	30	19
4	Bhawani Singh, Fatehpur ...	475	51	10
5	Durjan Sal, Kotra ...	379	39	10
6	Sheo Singh, Bharanwda ..	302	32	10
7	Harnath Singh, Para ...	467	50	9
8	Sultan Singh, Nimbhera ...	360	45	9
9	Dip Singh, Garhsisar ...	132	14	9
10	Abhai Singh, Rajpura ...	240	31	7
11	Takht Singh, Dhanoda ...	166	29	7
	TOTAL ...	4608	408	131

BOWLING RECORD, 1887 TO 1888.

		Total of wickets taken.
1	Jai Singh, Bamolia	187
2	Bhawani Singh, Fatehpur	159
3	Abhai Singh, Mangal	118
4	Harnath Singh, Para	53
5	Durjan Sal, Kotra	34
6	Madho Singh, Batera	25
7	Sheo Singh, Bharanwda...	23
8	Sultan Singh, Nimbhera	17

BATTING RECORD, 1888 TO 1889.

	MAYO COLLEGE ELEVEN IN ORDER OF MERIT.	Total number of runs.	Total number of innings.	Average in each innings.
1	Durjan Sal, Kotra	461	31	17
2	Abhai Singh, Mangal	702	54	16
3	Bhawani Singh, Fatehpur	789	72	13
4	Jai Singh, Bamolia	195	16	13
5	Lachman Singh, Bagsuri	480	42	12
6	Sultan Singh, Nimbhera	640	64	11
7	Guman Singh, Pipalda	353	41	9
8	Sheo Singh, Bharanwda	232	36	7
9	Takht Singh, Dhanoda	317	55	6
10	Pabudan, Dhankoli	199	38	6
11	Madho Singh, Batera	312	66	5
	TOTAL	4,689	515	115

Bowling Record, 1888 to 1889.

		Number of wickets taken.
1	Madho Singh, Batera	204
2	Abhai Singh, Mangal	195
3	Bhawani Singh, Fatehpur	190
4	Sham Singh, Raghunathgarh	56
5	Guman Singh, Pipalda	51
6	Sheo Singh, Bharanwda	33
7	Jai Singh, Bamolia	32
8	Takht Singh, Dhanoda	32
9	Durjan Sal, Kotra	26
10	Lachman Singh, Bagsuri	20

Batting Record, 1889 to 1890.

	Mayo College Elfven in Order of Merit.	Total number of runs.	Total number of innings.	Average in each innings.
1	Jai Singh, Bamolia	859	70	17
2	Abhai Singh, Mangal	779	74	13
3	Bhawani Singh, Fatehpur	730	78	12
4	Sultan Singh, Nimbhera	524	67	9
5	Durjan Sal, Kotra	529	71	8
6	Sham Singh, Raghunathgarh ..	405	70	6
7	Fateh Singh, Ras	365	70	6
8	Sheo Singh, Bharanwda	216	37	6
9	Bijai Singh, Riyan	201	41	6
10	Madho Singh, Batera ...	337	76	4
11	H. H. Ummed Singh, Maharao of Kotah	131	34	4
	Total ...	5,076	688	91

BOWLING RECORD, 1889 TO 1890.

		Number of wickets taken.
1	Madho Singh, Batera	268
2	Sham Singh, Raghunathgarh	185
3 {	Jai Singh, Bamolia	162
	Abhai Singh, Mangal	162
5	Sheo Singh, Bharanwda	100
6	Durjan Sal, Kotra	60
7	Fateh Singh, Ras	36
8	Bhawani Singh, Fatehpur	35

BATTING RECORD, 1890 TO 1891.

	MAYO COLLEGE ELEVEN IN ORDER OF MERIT.	Total number of runs.	Total number of innings.	Average in each innings.
1	Fateh Singh, Ras	477	43	18
2	Bhawani Singh, Fatehpur	445	34	18
3	Abhai Singh, Mangal	444	35	16
4	Durjan Sal, Kotra	469	43	15
5	Jai Singh, Bamolia	298	34	12
6	Madho Singh, Batera	281	44	9
7	H. H. Ummed Singh, Maharao of Kotah	260	43	8
8	Kalyan Singh, Ajeyarajpura ...	249	37	8
9	Sham Singh, Raghunathgarh ...	173	30	6
10	Hari Singh, Mahajan	148	31	6
11	Fateh Singh, Dabla	14	4	3
	TOTAL	3,258	378	119

Bowling Record, 1890 to 1891.

		Number of wickets taken.
1	Madho Singh, Batera	129
2	Durjan Sal, Kotra	128
3	H. H. Ummed Singh, Maharao of Kotah ...	98
4	Sham Singh, Raghunathgarh	72
5	Jai Singh, Bamolia	40
6	Fateh Singh, Ras	36
7	Abhai Singh, Mangal	17
8	Bhawani Singh, Fatehpur	15

Batting Record, 1891 to 1892.

	Mayo College Eleven in Order of Merit.	Total number of runs.	Total number of innings.	Average in each innings.
1	Fateh Singh, Ras	674	41	25
2	Durjan Sal, Kotra	695	52	15
3	Kalyan Singh, Ajeyarajpura ...	647	58	13
4	Hari Singh, Mahajan	440	47	11
5	H. H. Ummed Singh, Maharao of Kotah	453	53	9
6	Gopal Singh, Alsar	275	35	9
7	Abhai Singh, Mangal	422	59	8
8	Sujan Singh, Nimbhera	255	50	5
9	Hafiz Khan, Tonk	164	42	5
10	Durjan Singh, Daspan	78	17	5
11	Fateh Singh, Dabla	152	48	4
	Total	4,255	502	109

Bowling Record, 1891 to 1892.

		Number of wickets taken.
1	Durjan Sal, Kotra	162
2	H. H. Ummed Singh, Maharao of Kotah ...	158
3	Fateh Singh, Ras	100
4	Fateh Singh, Dabla	82
5	Kalyan Singh, Ajeyarajpura	61
6	Abhai Singh, Mangal	38
7	Gopal Singh, Alsar	18
8	Madho Singh, Parsoli	10

Batting Record, 1892 to 1893.

	Mayo College Eleven in Order of Merit.	Total number of runs.	Total number of innings.	Average in each innings.
1	Fateh Singh, Ras	431	37	17
2	Durjan Sal, Kotra	499	46	12
3	Fateh Singh, Dabia	306	37	11
4	Hari Singh, Mahajan	503	58	10
5	Gopal Singh, Alsar	334	44	8
6	H. H Ummed Singh, Maharao of Kotah	212	28	8
7	Takht Singh, Alsar	197	36	7
8	Udai Singh, Bhadran	238	39	7
9	Bakhtawar Singh, Bera	238	45	5
10	Bhopal Singh, Ras	116	23	5
11	Hafiz Khan, Tonk	190	47	4
	Total ...	3,264	440	94

BOWLING RECORD, 1892 TO 1893.

		Number of wickets taken.
1	Durjan Sal, Kotra	149
2	Fateh Singh, Dabla	119
3	Gopal Singh, Alsar	87
4	Fateh Singh, Ras	84
5	H. H Ummed Singh, Maharao of Kotah ...	75
6	Hafiz Khan, Tonk	52
7	Madho Singh, Parsoli	27
	Madho Singh, Arnia	27

BATTING RECORD, 1893 TO 1894.

	MAYO COLLEGE ELEVEN IN ORDER OF MERIT.	Total number of runs.	Total number of innings.	Average in each innings.
1	Fateh Singh, Ras	637	43	20
2	Hari Singh, Mahajan	71	6	14
3	Gopal Singh, Alsar	607	57	13
4	Fateh Singh, Dabla	520	51	12
5	Bhopal Singh, Ras	207	39	5
6	Takht Singh, Alsar	243	58	4
7	Bhawani Singh, Sangod	241	56	4
8	Janak Singh, Nimrana	141	45	3
9	Pratap Singh, Sankhwai	116	42	3
10	Sheodan Singh, Sarthal	104	44	2
11	Bakhtawar Singh, Bera	95	43	2
	TOTAL ...	2,982	484	82

BOWLING RECORD, 1893 TO 1894.

		Number of wickets taken.
1	Gopal Singh, Alsar	224
2	Fateh Singh, Dabla	219
3	Fateh Singh, Ras	135
4	Madho Singh, Arnia	87
5	Ahmad Din Khan, Tonk	32
6	Pratap Singh, Kundla	30
7	Bhawani Singh, Sangod	16
8	Sheodan Singh, Sarthal	13

BATTING RECORD, 1894 TO 1895.

	Mayo College Eleven in Order of Merit.	Total number of runs.	Total number of innings.	Average in each innings.
1 {	Fateh Singh, Ras	748	51	18
	Fateh Singh, Dabla	748	54	18
3	Gopal Singh, Alsar	539	40	16
4	Amar Singh, Jodhpur	247	48	6
5	Bhopal Singh, Ras	194	34	6
6	Sheodan Singh, Sarthal	242	53	5
7	Bhawani Singh, Sangod	241	53	5
8	Takht Singh, Alsar	218	45	5
9	Janak Singh, Nimrana	218	49	5
10	Ahmad Din Khan, Tonk	137	32	5
11	Pratap Singh, Kundla	168	43	4
	TOTAL ...	3,699	502	93

BOWLING RECORD, 1894 TO 1895.

		Total number of wickets taken.
1	Fateh Singh, Dabla	164
2	Fateh Singh, Ras	142
3	Gopal Singh, Alsar	120
4	Takht Singh, Banisar	60
5	Madho Singh, Arnia	46
6	Bhawani Singh, Sangod...	44
7	Lachman Singh, Both	26
8	Partap Singh, Kundla	25
9	Sheodan Singh, Sarthal	23
10	Takht Singh, Alsar	20
11	Ahmad Din Khan, Tonk	14
12	Amar Singh, Jodhpur	12

BATTING RECORD, 1895.

	MAYO COLLEGE ELEVEN IN ORDER OF MERIT.	Total number of runs.	Total number of innings.	Average in each innings.
1	Gopal Singh, Alsar	195	10	28
2	Fateh Singh, Dabla	227	13	25
3	Amar Singh, Jodhpur	202	14	22
4	H. H. Jai Singh, Maharaja of Alwar ...	46	5	15
5	Takht Singh, Alsar	96	13	8
6	Madho Singh, Arnia	98	14	7
7	Sheodan Singh, Sarthal	88	12	7
8	Lachman Singh, Both	60	10	6
9	Shankar Singh, Govindgarh ...	39	7	6
10	Bakhtawar Singh, Raslana	31	7	6
11	Ahmad Din Khan, Tonk	56	10	5
	TOTAL ...	1,138	115	135

Bowling Record, 1895.

		Total number of wickets taken.
1	Fateh Singh, Dabla	38
2	Gopal Singh, Alsar	34
3	Madho Singh, Arnia	27
4	Takht Singh, Banisar	13
5	Sheodan Singh, Sarthal	7
6	Lachman Singh, Both	6
7	Amar Singh, Jodhpur	5
8	Bhawani Singh, Sangod	4

No. 1.—Mayo College *vs.* Ajmere Government College.

Played at the Mayo College, March 1st, 1883.

	Government College.	*First Innings.*		*Second Innings.*	
1	Ramgopal ...	c. Rundall, b. Johnstone ...	0	b. Johnstone ...	13
2	Fateh Chand ...	run out ...	3	b. Johnstone ...	4
3	Brij Narain ...	c. Birbhadra Singh, b. Rundall ...	4	c. Rundall, b. Birbhadra Singh	1
4	Harbilas ...	b Johnstone	30	b. Birbhadra Singh	7
5	Bakhtawar Singh ...	l-b-w. Rundall ...	5	c. Birbhadra Singh, b. Johnstone	4
6	Riazudin ...	c. & b. Johnstone	14	b. Birbhadra Singh	1
7	Gauri Shankar ...	c. Birbhadra Singh, b. Rundall ...	2	c. Lachman Singh, b. Johnstone ...	18
8	Piari Nath ...	b. Johnstone	14	c. Rundall, b. Birbhadra Singh...	0
9	Kedar Nath ...	b. Birbhadra Singh	6	not out ...	0
10	Niaz Ahmed ...	not out ...	0	c. Carter, b. Birbhadra Singh...	1
11	Muhammad Sadik...	b. Johnstone ...	0	b. Johnstone ...	1
	Extras	... ...	1	...	1
			79		51

MAYO COLLEGE *vs.* AJMERE GOVERNMENT COLLEGE—*concld.*

Played at the Mayo College, March 1st, 1883.

	Mayo College.	*First Innings.*		*Second Innings.*	
1	Madho Singh Bijwar	b. Piari Nath ...	14	c and b. Riazudin..	5
2	Pandit Gauri Shankar	c. Ram Gopal, b. Piari Nath ...	10	b Riazudin ...	8
3	F. M. Rundall ...	b. Gauri Shankar	19	not out ...	26
4	J. W. D. Johnstone	b. Gauri Shankar	14	b. Gauri Shankar	4
5	Birbhadra Singh, Benares ...	b. Gauri Shankar	4	l-b-w. Gauri Shankar	0
6	Sangram Singh, Para	b. Gauri Shankar	5	b. Gauri Shankar	6
7	Inayatullah Khan, Tonk ...	b. Riazudin ...	1	b. Gauri Shankar	4
8	J. M. Carter ...	run out ...	0	c. Har Bilas, b Bakhtawar Singh ...	0
9	Sawai Singh, Chimrawali ...	b. Riazudin ...	0	b. Riazudin ...	0
10	Phul Singh, Para ...	not out ...	0	c. Kedar Nath b. Riazudin ...	0
11.	Lachman Singh, Bagsuri ...	run out ...	0	b. Gauri Shankar	0
	Extras	... ...	5	...	5
			72		58

A drawn match, even for both sides.

No. 2.—MAYO COLLEGE *vs.* AJMERE GYMKHANA.

Played at the Mayo College, January 12th, 1889.

Mayo College—

1	Durjan Sal, Kotra ...	c. Skelton, b. Addis ...	35
2	Abhai Singh, Mangal ...	b. Percy Smith	8
3	Jai Singh, Bamolia ...	c. and b. Acklom	2
4	Stanley Clarke ...	c. Kalyan Singh, b. Acklom ...	21
5	H. Sherring ...	not out	45
6	Bhawani Singh, Fatehpur ...	c. Egerton, b. Addis ...	12
7	Sultan Singh, Nimbhera ...	c. Egerton, b. Skelton ...	3
8	Harnath Singh, Para ...	b. Percy Smith	11
9	Sheo Singh, Bharanwda ...	c. Addis, b. Percy Smith ...	4
10	Madho Singh, Batera ...	run out	11
11	Sham Singh, Raghunathgarh	c. and b. Lee	8
	Extras ...	... ...	15
			175

No. 2.—Mayo College *vs.* Ajmere Gymkhana—*concld.*

Played at the Mayo College, January 12th, 1889.

Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
1 J. Barrett ...	b. Clarke ...	5	l-b-w. Bhawani Singh	18
2 Takht Singh, Dhanoda ...	b. Clarke ..	9	b. Clarke ...	0
3 Col. Percy Smith ...	c Abhai Singh, b. Madho Singh ...	4	b. Clarke ...	0
4 Rev. H. Skelton ...	c. Jai Singh, b. Clarke ...	0	c. Durjan Sal, b. Clarke ...	36
5 B. Egerton ...	b. Madho Singh, c. Sherring ...	5	b. Clarke ...	6
6 G. Moore ...	b Madho Singh ...	3	c. & b. Clarke ...	0
7 R. Acklom ...	l-b-w. Clarke ...	1	l-b-w. Madho Singh	2
8 E. A. Lee ...	b. Clarke ...	1	c Durjan Sal, b. Clarke ...	0
9 Kalyan Singh, Ajeyarajpura ..	c. Clarke, b. Madho Singh ...	3	......	
10 Onkar Singh, Palaita	b. Clarke ...	1	c. Sheo Singh, b. Clarke ...	0
11 Zorawar Singh, Lohiana ...	not out ...	1	not out ...	0
H. Addis ...	......		c. Sherring, b. Madho Singh ...	0
Extras ...	...	10	...	10
		43		72

The college won by an innings and 60 runs.

No. 3.—Mayo College *vs.* The Ajmere Gymkhana.

Played at the Mayo College, January, 1889.

Ajmere Gymkhana.	*1st Innings.*		*2nd Innings*	
1 Rev. H. Skelton ...	c. Sheo Singh, b. Abhai Singh ...	9	b. Bhawani Singh	1
2 Zorawar Singh, Lohiana ...	c. Sheo Singh. b. Abhai Shingh...	0	c. Sherring, b. Madho Singh ...	1
3 H. Addis ...	b. Sheo Singh ...	4	c. Durjan Sal, b. Madho Singh...	5
4 Onkar Singh, Palaita	b. Abhai Singh ...	1	not out ...	0
5 Stanley Clarke ...	c. Jai Singh, b. Abhai Singh...	10	c. Jai Singh, b. Madho Singh ...	3
	Carried over	24		10

No. 3.—Mayo College *vs.* The Ajmere Gymkhana—*concld.*

Played at the Mayo College, January, 1889.

	Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
		Brought forward	... 24		... 10
6	G. Moore ...	c. Takht Singh, b. Sheo Singh ...	2	c. Sultan Singh, b. Madho Singh...	3
7	C.-B. Baldock ...	c. Sheo Singh, b. Abhai Singh ...	2	l-b-w. Madho Singh	4
8	Kalyan Singh, Ajeyarajpura ...	c. Sheo Singh, b. Abhai Singh...	0	b. Sham Singh ...	6
9	E. A. Lee ...	b. Abhai Singh ...	8	c. Jai Singh, b. Madho Singh ...	10
10	B. Egerton ...	b. Sheo Singh ..	7	b. Bhawani Singh	0
11	W. Hoare ...	not out ...	2	b. Madho Singh ...	0
	Extras ...	... ...	2	...	15
			23		38

	Mayo College—				
1	Durjan Sal, Kotra...	b. Stanley Clarke	13	not out ..	29
2	Takht Singh, Dhanoda	b. Skelton ...	0	......	
3	H. Sherring ...	b. Clarke ...	11	......	
4	Bhawani Singh, Fatehpur ...	b. Clarke ...	0	......	
5	Jai Singh, Bamolia	c. Clarke, b. Addis	1	......	
6	Madho Singh, Batera	c. Kalyan Sing, b. Clarke ...	4	......	
7	Abhai Singh, Mangal	b. Clarke ...	30	......	
8	Harnath Singh, Para	c. Egerton, b. Skelton	0	......	
9	Sultan Singh, Nimbhera ...	c. & b. Skelton ...	0	......	
10	Sham Singh, Raghunathgarh ...	c. Egerton, b. Skelton	0	......	
11	Sheo Singh, Bharanwda ..	not out ...	2	run out ...	13
	Extras ...		13	....	1
			74		33

The college won by ten wickets.

No. 4—Mayo College *vs.* Jhallawar.

Played at Jhallawar, January 23rd and 24th, 1889.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	Durjan Sal, Kotra ...	c. John, b. Mhd. Beg	37	b. Mhd. Beg ...	12
2	Madho Singh, Batera	c. John, b. Safdar Beg ...	0	c. John, b. Mhd. Beg	6
		Carried over	37		18

No. 4.—Mayo College *vs.* Jhallawar—*contd.*

Played at Jhallawar, January 23rd and 24th, 1889.

Mayo College.	*1st Innings.*		*2nd Innings.*	
	Brought forward ...	37	...	18
3 H. Sherring ...	run out ...	11	b. Mhd Beg ...	19
4 Bhawani Singh, Fatehpur ...	b. Col. Abbott ...	3	c. Asad Ali, b. John	9
5 Abhai Singh, Mangai	b. Col. Abbott ...	2	b. Parshotam Lal	5
6 Lachman Singh, Bagsuri ...	b. John ...	11	c. Col. Abbott, b. Parshotam Lal	3
7 Sultan Singh, Nimbhera ...	b. John ...	1	b. Mhd. Beg ...	0
8 Sham Singh, Raghunathgarh ..	not out ...	11	b. Col. Abbott ...	1
9 Sheo Singh, Bharanwda ...	c. Nazir Hussain, b. Mhd. Beg ...	2	b. Mhd. Beg ...	2
10 Zorawar Singh, Lohiana ...	run out ...	7	not out ...	1
11 Kalyan Singh, Ajeyarajpura ...	b. John ...	0	b. Mhd. Beg ...	1
Extras	...	9	...	11
		94		70

Jhallawar—

	1st Innings.		*2nd Innings.*	
1 Asad Ali ...	b. Abhai Singh ...	14	run out ...	4
2 Govind Lal ...	c. Abhai Singh, b. Sheo Singh ..	4	c Zorawar Singh, b. Madho Singh	5
3 Fyaz Ali ...	c. Zorawar Singh, b. Abhai Singh	0	b. Madho Singh ..	0
4 Muhammad Beg ...	b. Sheo Singh ...	0	b. Madho Singh...	0
5 Bal Singh ...	c. Durjan Sal, b. Abhai Singh...	3	did not bat.	
6 Fred. John ...	c. Sheo Singh, b. Abhai Singh	6	b. Sheo Singh ...	3
7 Safdar Beg ...	c. Sultan Singh, b. Abhai Singh	0	c. Madho Singh b Sheo Singh ...	0
8 Parshotam Lal ...	c. Sherring, b. Sheo Singh ...	14	b. Abhai Singh...	2
9 Col. Abbott ...	c. & b. Sheo Singh	6	not out ...	8
10 Nazir Hussain ...	b. Sheo Singh ...	1	b. Madho Singh	0
	Carried over	48		22

No. 4.—Mayo College *vs.* Jhallawar—*concld.*

Played at Jhallawar, January 23rd and 24th, 1889.

Jhallawar—	*1st Innings.*		*2nd Innings.*	
	Brought forward ...	48	...	22
11 Basdeo	... not out ...	2	l-b-w. Madho Singh	16
12 Balbhadra Singh	... did not bat ...		b. Madho Singh...	5
Extras	... ...	11	...	4
		61		47

The college won by 56 runs.

No. 5.—The Mayo College *vs.* The Ajmere Gymkhana.

Played at the Kaisar Bagh, February, 1889.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 Durjan Sal, Kotra...	c. Smith, b. Clarke	15	c. Erskine, b. Skelton ...	3
2 Harnath Singh, Para	b. Clarke ...	1	c. & b. Erskine ...	0
3 H. Sherring ...	b. Clarke ...	12	run out ...	2
4 Takht Singh, Dhanoda	b. Clarke ...	0	c. Clarke, b. Skelton	4
5 Madho Singh, Batera	b. Clarke ...	10	c. Smith, b. Erskine	0
6 Jai Singh, Bamolia	c. Tebbs, b. Wood	7	st. Smith, b. Skelton	4
7 Abhai Singh, Mangal	b. Erskine ...	10	hw., b. Erskine ...	8
8 Bhawani Singh, Fatehpur ...	c. Addis, b. Erskine	1	not out ...	14
9 Lachman Singh, Bagsuri ...	c. Erskine, b. Clarke	2	b. Skelton ...	6
10 Sham Singh, Raghunathgarh ...	not out ...	2	c. Acklom, b. Erskine ...	0
11 Sheo Singh, Bharanwda ...	c. Wood, b. Clarke	4	b. Erskine ...	8
Extras ...	... ...	4	...	3
		68		52

Ajmere Gymkhana—		
1 S. Wood	c. Sherring, b. Sheo Singh ...	7
2 Stanley Clarke	c. Sheo Singh, b. Madho Singh	33
3 E. A. Lee	c. Sham Singh, b. Sheo Singh	0
4 Rev. H. Skelton ...	c. Madho Singh, b. Sheo Singh	10
5 F. Tebbs	b. Madho Singh	22
6 H. Addis	b. Madho Singh	9
7 R. Acklom	b. Abhai Singh	31
8 B. Egerton	b. Abhai Singh	27
9 D. Erskine	l-b-w. Durjan Sal	25
	Carried over	164

No. 5.—The Mayo College *vs.* The Gymkhana—*concld.*

Played at the Kaisar Bagh, February, 1889.

Ajmere Gymkhana—

		Brought forward	...164
10	Colonel Percy Smith ...	not out ...	... 6
11	G. Moore	c. & b. Bhawani Singh	... 2
	Extras ...	... ...	... 8
			180

The Gymkhana won by an innings and 60 runs.

No. 6.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Kaisar Bagh, September 6th, 1889.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	H. Sherring ...	b. Mullen ...	4	not out ...	16
2	Bhawani Singh, Fatehpur	b. Mullen ...	4	c. Henderson, b. Lee ...	1
3	Jai Singh, Bamolia ..	b. Mullen ...	0	not out ...	18
4	Sultan Singh, Nimbhera	run out ...	0	b. Tebbs ...	24
5	Abhai Singh, Mangal ...	b. Acklom ...	0		
6	Durjan Sal, Kotra ...	b. Mullen ...	0		
7	Sheo Singh, Bharanwda ...	c. Mullen, b. Acklom	0		
8	Madho Singh, Batera ...	b. Mullen ...	7		
9	Fateh Singh, Ras ...	c. Tebbs, b. Henderson	2		
10	Sham Singh, Raghunathgarh	b. Henderson ...	12		
11	Zorawar Singh, Lohiana...	not out ...	1		
	Extras	... ...	1	...	10
			31		69

Ajmere Gymkhana—

1	A. Henderson	b. Sheo Singh	13
2	E A. Lee	c. Fateh Singh, b. Sheo Singh ...	6
3	B. Egerton	b. Madho Singh	0
4	R. Acklom	c. & b. Sheo Singh	3
5	Surgn.-Major Mullen ...	run out	4
6	S. James	b. Madho Singh	0
7	S. Jones	b. Madho Singh	3
8	Col. Stewart	c. Fateh Singh, b. Madho Singh	0
9	F. Tebbs	not out	2
10	Col. Trevor	c. Sultan Singh, b. Madho Singh	10
	Extras	... ...	2
			43

The Gymkhana won by 12 runs.

No. 7.—Mayo College vs. Ajmere Gymkhana.

Played at the Kaisar Bagh, September 21st, 1889.

Mayo College.

	Batsman	How out	Runs
1	H. Sherring	b. Collins	0
2	Madho Singh, Patera ...	c. Waite, b. Collins	9
3	Abhai Singh, Mangal ...	b. Waite	32
4	Durjan Sal, Kotra ...	b. Waite	13
5	Fateh Singh, Ras ...	c. Waite, b. Collins	0
6	Sultan Singh, Nimbhera ...	b. Collins	0
7	Bhawani Singh, Fatehpur...	b. Waite	3
8	Sham Singh, Raghunathgarh	b. Waite	19
9	Zorawar Singh, Lohiana ...	b. Collins	0
10	Durjan Singh, Daspan ...	b. Collins	4
11	Kalyan Singh, Ajeyarajpura	not out	0
	Extras ...	... ...	2
			82

Ajmere Gymkhana—

	Batsman	How out	Runs
1	A. Henderson	b. Madho Singh	3
2	S. Wood	b. Madho Singh	0
3	B. Egerton	b. Madho Singh	24
4	R. Acklom	l-b-w. Madho Singh	15
5	E. A. Lee	b. Madho Singh	2
6	G. Waite	l-b-w. Sham Singh	10
7	Capt. Collins	b. Madho Singh	5
8	Surgn.-Major Mullen ...	c. Sham Singh, b. Madho Singh	5
9	Bijai Singh, Kunari ...	c. & b. Sham Singh	3
10	S. Jones	not out	1
11	Col. Stewart	c. Sultan Singh, b. Sham Singh	0
	Extras	... ...	3
			71

The college won by 11 runs.

No. 8.—Mayo College vs. Ajmere Gymkhana.

Played at the Mayo College, February 5th, 1890.

	Ajmere Gymkhana—	*1st Innings.*		*2nd Innings.*	
1	H. Addis ...	c. Kalian Singh, b. Abhai Singh ...	13	c. Kalian Singh, b. Jai Singh ...	0
2	Rev. Skelton ...	run out ...	48	b Durjan Sal ...	13
3	S. Bayley ...	c. Bhawani Singh, b. Abhai Singh ...	0	not out ...	6
4	K. Burne ...	b. Abhai Singh ...	8	l-b-w. Durjan Sal	0
		Carried over	69		19

No. 8.—Mayo College *vs.* Ajmere Gymkhana—*concld.*

Played at the Mayo College, February 5th, 1890.

Ajmere Gymkhana—	*1st Innings.*		*2nd Innings.*	
	Brought forward	69		19
5 E. A. Lee	c. Durjan Sal, b. Bijai Singh	8	c. Sherring, b. Jai Singh	10
6 R. Acklom	c. Bhawani Singh, b. Abhai Singh	0	c. & b. Durjan Sal	6
7 F. Tebbs	b. Madho Singh	8	not out	5
8 Col. Stewart	b. Jai Singh	10		
9 Surgn.-Maj. Mullen	b Durjan Sal	18		
10 G. Moore	b Madho Singh	0		
11 S. Wood	b. Madho Singh	1		
12 R. Huddleston	not out	0	run out	1
Extras		4		9
		118		50

Mayo College—		
1 H. Sherring	b. Skelton	19
2 Durjan Sal, Kotra	b. Mullen	13
3 Bhawani Singh, Fatehpur	c. Burne, b. Skelton	2
4 Abhai Singh, Mangal	b. Skelton	21
5 Jai Singh, Bamolia	c Tebbs, b. Skelton	10
6 Bijai Singh, Kunari	b. Skelton	1
7 Sultan Singh, Nimbhera	c. Stewart, b. Mullen	0
8 Fateh Singh, Ras	b. Mullen	0
9 Madho Singh, Batera	b. Mullen	2
10 Bijai Singh, Riyan	b. Skelton	3
11 Durjan Singh, Daspan	b Mullen	3
12 Kalyan Singh, Ajeyarajpura	not out	5
Extras		5
		84

The Gymkhana won by 34 runs.

No. 9.—Mayo College *vs.* Ajmere Cricket Club.

Played at the Kaisar Bagh before H. R. H. Prince Albert Victor, February 17th, 1890.

Mayo College—	*1st Innings.*	
1 H. Sherring	c. Collins, b. Skelton	35
2 Durjan Sal, Kotra	c. Collins, b. Skelton	30
3 Bhawani Singh, Fatehpur	c. Collins, b. Skelton	34
4 Bijai Singh, Kunari	c. Tebbs, b. Acklom	42
5 Abhai Singh, Mangal	b. Lee	12
6 Jai Singh, Bamolia	not out	54
	Carried over	207

No. 9.—Mayo College *vs.* Ajmere Cricket Club—*concld.*

Played at the Kaisar Bagh before H. R. H. Prince Albert Victor, February 17th, 1890.

Mayo College—	*1st Innings.*	
	Brought forward ..	207
7 Fateh Singh, Ras	not out	4
8 Sham Singh, Raghunathgarh ...	Did not bat. Innings declared closed.	
9 Sultan Singh, Nimbhera ..		
10 Madho Singh, Batera ...		
11 Bijai Singh, Riyan ...		
12 Durjan Singh, Daspan ...		
Extras ...	... ...	13
		224

Ajmere Cricket Club—		
1 Rev. Skelton	c. Sultan Singh, b. Madho Singh	0
2 F. Tebbs	not out	18
3 B. Egerton	b. Durjan Sal	12
4 Capt. Collins	c. Durjan Sal, b. Madho Singh	1
5 E. A. Lee	c Madho Singh, b. Durjan Sal	4
6 K. Burne	not out	7
7 H. Addis	Did not bat.	
8 R. Acklom		
9 Capt. Moore		
10 Surgn.-Maj. Mullen ...		
11 R. Huddleston		
12 Col. Stewart		
Extras .	... ...	2
		44

Match drawn in favour of the Mayo College.

No. 10.—Mayo College *vs.* Jhallawar.

Played at the Mayo College, February 28th and March 1st, 1890.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 H. Sherring ...	b. Bhurey Khan	12	b John ...	6
2 Durj n Sal, Kotra...	b. Bhurey Khan	8	l-b-w. John ...	20
3 Bhawani Singh, Fatehpur ...	l-b-w. Bhurey Khan	7	b. Munirudin ...	3
4 Bijai Singh, Kunari	b. Bhurey Khan	8	c. Azam Shah, b. Munirudin	0
Carried over		35		29

10.—Mayo College *vs.* Jhallawar—*concld.*

Played at the Mayo College, February 28th, & March 1st, 1890.

Mayo College.	*1st Innings.*		*2nd Innings.*	
Brought forward		...35		... 29
5 Abhai Singh, Mangal	c John, b. Munirudin	... 9	b. Munirudin	... 0
6 Jai Singh, Bamolia	b. John	...24	b. Munirudin	... 5
7 Fateh Singh, Ras ...	b. Bhurey Khan	0	not out	... 8
8 Sham Singh, Raghunathgarh ...	c. John, b Bhurey Khan	... 0	b Munirudin	... 0
9 Madho Singh, Batera	not out	...14	b. John	... 3
10 Sultan Singh, Nimbhera ...	b. John	... 6	b. Murirudin	... 3
11 Sheo Singh, Bharauwda ...	b. Azam Shah	... 2	b. Munirudin	... 4
Extras		... 8		... 10
		98		62

Jhallauar—

	1st Innings		2nd Innings	
1 Asad Ali Khan ...	run out ...	2	b. Sheo Singh	... 0
2 Bhurey Khan ...	c. Durjan Sal, b. Madho Singh	0	b. Sheo Singh	... 0
3 Azam Shah ...	b. Madho Singh	6	c. Sultan Singh, b. Madho Singh	11
4 Fred. John ...	b. Madho Singh	3	c. Madho Singh, b. Sheo Singh ...	2
5 Mhd. Beg ...	c. Abhai Singh, b. Sheo Singh	9	c. Sham Singh, b. Madho Singh	12
6 Parshotam Lal ...	b. Madho Singh	12	b. Madho Singh ...	4
7 Munirudin ...	c. Fateh Singh, b. Sheo Singh	2	c. Bhawani Singh, b. Madho Singh ...	3
8 Govind Lal ...	b. Sheo Singh	1	c. Bhawani Singh, b. Sheo Singh ...	0
9 Balbhadra Singh	b. Madho Singh	0	c. Sherring, b Madho Singh ...	0
10 Nazir Hussain ...	not out ...	0	not out	... 0
11 Basdeo Prasad ...	c. Bhawani Singh, b. Madho Singh	2	c. Bhawani Singh, b. Madho Singh ...	0
Extras	...	2		... 3
		39		35

The college won by 86 runs.

No. 11.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Mayo College, February 7th, 1891.

	Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
1	W. D. Henry ...	b. Madho Singh	5	b. Durjan Sal ...	11
2	Madho Prasad .	b. Durjan Sal ...	8		
3	Surgn.-Maj. Mullen	c. Kalian Singh, b. Madho Singh	0	not out ...	29
4	Col. Stewart ...	c Bhawani Singh b. Durjan Sal	45		
5	F. Tebbs ...	b. Ummed Singh	23		
6	J. A. Bell ...	b. Durjan Sal ...	3		
7	R. E. Acklom ...	c. Harris, b Madho Singh ...	12	run out ...	1
8	A. C. McCrea ...	b Ummed Singh	6	not out ...	5
9	F. Heaven ..	run out ...	5		
10	Basdeo ...	b. Madho Singh	0	b. Madho Singh ...	3
11	Hari Nath ...	not out ...	3	c. Durjan Sal, b. Madho Singh ...	2
	Extras ...	... ...	8	...	7
			118		58

	Mayo College—		
1	Durjan Sal, Kotra ...	b. Hari Nath ...	15
2	Fateh Singh, Ras ...	b. Basdeo ...	19
3	Bhawani Singh, Fatehpur	c. Stewart, b. Acklom ..	1
4	Abhai Singh, Mangal ...	b. Acklom ...	0
5	Bijai Singh, Kunari ...	b. Hari Nath ...	5
6	Jai Singh, Bamolia ...	c. Basdeo, b. Hari Nath ...	6
7	H.H. Ummed Singh, Maharao of Kotah ...	c. Mullen, b Hari Nath ...	0
8	E. F. Harris ...	b. Basdeo ..	0
9	Kalian Singh, Ajeyarajpura	b. Basdeo ...	0
10	Madho Singh, Batera ...	b. Hari Nath	3
11	Karamatullah Khan, Tonk	not out ...	0
	Extras ...	... ...	0
			49

The Gymkhana won by 69 runs.

No. 12.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Kaisar Bagh, February 20th, 1891.

	Ajmere Gymkhana.	*1st Innings.*		*2nd Innings*	
1	Rev. H. Skelton ...	c. Bhawani Singh, b. Durjan Sal	7	c. Ummed Singh, b. Durjan Sal ...	3
2	Jehangir ...	b. Madho Sing ...	0	not out ...	2
3	W. D. Henry ...	b. Madho Singh ...	33	run out ...	1
		Carried over	40		6

No. 12.—Mayo College *vs.* Ajmere Gymkhana—*concld.*

Played at the Kaisar Bagh, February 20th, 1891.

Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
	Brought forward	40	...	6
4 Basdeo	b. Durjan Sal	3	b. Madho Singh	1
5 Col. Stewart	c. Ummed Singh, b. Durjan Sal	8	c. Durjan Sal, b. Madho Singh	1
6 Hari Nath	b. Durjan Sal	1	c. Zorawar Singh, b. Madho Singh	0
7 J. A. Bell	not out	1	l-b-w. Durjan Sal	10
8 F. Goodwin	c. & b. Durjan Sal	0	b. Durjan Sal	0
9 F. Heaven	b. Madho Singh	9	run out	1
10 C. B. Baldock	b. Madho Singh	0	b. Durjan Sal	2
11 Har Charandas	b. Durjan Sal	0	c. Bhawani Singh, b. Durjan Sal	5
Extras		0		1
		62		27

Mayo College—				
1 Durjan Sal, Kotra	c. Har Charandas, b. Bell	0	b. Hari Nath	18
2 Fateh Singh, Ras	b. Bell	11	not out	7
3 Bijai Singh, Kunari	b. Jehangir	1	c. Basdeo, b. Hari Nath	0
4 Bhawani Singh, Fatehpur	b. Jehangir	7	c. & b. Hari Nath	2
5 Jai Singh, Bamolia	c. Basdeo, b. Bell	5	not out	9
6 Abhai Singh, Mangal	b. Jehangir	0		
7 H.H. Ummed Singh, Maharao of Kotah	b. Jehangir	1		
8 Madho Singh, Batera	c. Baldock, b. Jehangir	13	c. Har Charandas, b. Basdeo	0
9 Kalyan Singh, Ajeyarajpura	b. Bell	6		
10 E. F. Harris	run out	0	b. Basdeo	0
11 Zorawar Singh	not out	5	b. Hari Nath	0
Extras		2		3
		51		39

The college won by 5 wickets.

No. 10.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Mayo College, March 20th, 1891.

Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
1 J. A Bell	b. Durjan Sal	16		
2 Madho Prasad	c. Sham Singh, b. Madho Singh	0	b. Durjan Sal	1
3 W. D. Henry	c. Bhawani Singh, b. Durjan Sal	34	b. Madho Singh	4
4 F. Tebbs	c. Durjan Sal, b. Madho Singh	2	not out	12
5 Col. Stewart	b. Durjan Sal	1	b. Madho Singh	4
6 Rev. H. Skelton	c. Abhai Singh, b. Madho Singh	5		
7 Hari Nath	b. Madho Singh	0		
8 S. James	b. Durjan Sal	3		
9 Basdeo	b. Madho Singh	0		
10 B. Egerton	not out	3	b. Durjan Sal	0
11 R. Huddleston	c. Bijai Singh, b. Madho Singh	3		
12 H. Fleischer	c. Abhai Singh, b. Durjan Sal	0		
Extras	...	1	...	5
		68		26

Mayo College—

1 Durjan Sal, Kotra	c. Henry, b. Bell	18
2 Fateh Singh, Ras	st. Henry, b. Bell	43
3 Madho Singh, Batera	b. Bell	0
4 Bhawani Singh, Fatehpur	st. Henry, b. Bell	8
5 Jai Singh, Bamolia	l-b-w. Bell	3
6 Bijai Singh, Kunari	c. Henry, b. Bell	4
7 Abhai Singh, Mangal	c. Madho Prasad, b. Bell	0
8 Kalyan Singh, Ajeyarajpura	st. Henry, b. Bell	0
9 H. H. Ummed Singh, Maharao of Kotah	b. Bell	7
10 Sham Singh, Raghunathgarh	c. Tebbs, b. Bell	2
11 Durjan Singh, Daspan	b. Basdeo	7
12 Zorawar Singh, Lohiana	not out	1
Extras	...	0
		93

The college won by 25 runs.

No. 14.—Mayo College *vs.* The Blue Castle.

Played at the Mayo College, August 1891.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	H. Sherring ...	b. Dinshah ...	0	b. Swaris ...	3
2	Bijai Singh, Kunari	b. Dinshah ...	4	b. Ayres ...	3
3	Fateh Singh, Ras ...	b. Dinshah ...	6	not out ...	26
4	Abhai Singh, Mangal	b. Dinshah ...	10	b. Ayres ...	2
5	Durjan Sal, Kotra...	c. Bonjour, b. Mohan	28	b. Ayres ...	3
6	Jehangir ...	b. Dinshah ...	0	hw., b. Ayres ...	3
7	H. H. Ummed Singh, Maharao of Kotah	b. Bonjour ...	0	c. & b. Johnson ...	17
8	Hari Singh, Mahajan	c. Thomas, b. Bonjour ...	0	c. Ayres, b. Bonjour	1
9	Kalyan Singh, Ajeyarajpura ...	c. Mohan, b. Ayres	13	st. Thomas, b. Ayres	8
10	Gopal Singh, Alsar	st. Brown, b. Ayres	14	run out ...	5
11	Fateh Singh, Dabla	not out ...	1	c. Bonjour, b. Ayres	0
	Extras ...	.. ...	11	...	11
			87		82

	The Blue Castle.	*1st Innings*		*2nd Innings.*	
1	S. Bonjour ...	st. Ummed Singh, b. Bijai Singh ...	21	c. Gopal Singh, b. Bijai Singh ...	4
2	Dinshah ...	b. Bijai Singh ...	14	b. Bijai Singh ...	10
3	M. Brown ...	c. Ummed Singh, b. Bijai Singh ...	7	b. Kalyan Singh	4
4	J. Thomas ...	c. Jehangir, b. Bijai Singh ...	17	c. Gopal Singh, b. Bijai Singh ...	0
5	H. Ayres ...	c. Ummed Singh, b. Bijai Singh ...	0	......	
6	P. Swaris ...	c. Hari Singh, b. Fateh Singh, Ras	21	b. Kalyan Singh	2
7	P. Mohan ...	c. Ummed Singh, b. Jehangir ...	8	.. ...	
8	W Brown ...	not out ...	4	......	
9	W. Rogers ...	c. Fateh Singh, Dabla, b. Durjan Sal ...	2	......	
10	W. Johnson ...	c Jehangir, b. Ummed Singh ...	8	b. Fateh Singh, Dabla	6
11	T. Rogers ...	b. Kalyan Singh	15	c. Fateh Singh, Ras, b. Kalyan Singh	0
	Extras ...	...	10	...	5
			127		31

The college lost by 40 runs.

No. 15.—Mayo College *vs.* Udaipur.

Played at Udaipur, October 1891.

	Udaipur.	*1st Innings.*		*2nd Innings.*	
1	Fateh Lal ...	c. Fateh Singh, Ras, b. Ummed Singh	1	b. Ummed Singh	5
2	S. Germany ...	b. Ummed Singh...	2	l-b-w. Ummed Singh	3
3	B. Egerton ...	b. Durjan Sal ...	0	... ..	
4	Madho Singh, Batera	c. Fateh Singh, Dabla b. Ummed Singh	4	c. Durjan Sal, b. Fateh Singh, Ras	4
5	Surgn.-Maj. Mullen	b. Durjan Sal ...	3	b. Fateh Singh, Ras	5
6	Dr. Shepherd ...	b. Durjan Sal .	3	not out ...	2
7	Roshan Lal ...	c. Hari Singh, b. Ummed Singh ...	4	c. Kalyan Singh, b, Ummed Singh...	11
8	Alla Buksh ...	c. Bijai Singh, b. Ummed Singh ...	8	b. Fateh Singh, Ras	2
9	Arjumand Khan ...	b. Ummed Singh	0	c. Durjan Sal, b. Ummed Singh...	0
10	Kundan Lal ...	c. Kalyan Singh, b. Durjan Sal ...	3	b. Fateh Singh, Ras	0
11	Fateh Lal Mehta ...	not out ...	1	c. Ummed Singh, b. Durjan Sal ...	0
	Piari Nath ...	... ...		b. Fateh Singh, Ras	3
	Extras ...	... ...	10	...	4
			39		39

Mayo College—

1	Durjan Singh, Daspan ..	run out	0
2	Kalyan Singh, Ajeyarajpura	b. Mullen	0
3	Fateh Singh, Ras ...	c. Fateh Lal, b. Madho Singh ..	33
4	Durjan Sal, Kotra ...	c. Fateh Lal, b. Mullen ...	18
5	H. H. Ummed Singh, Maharao of Kotah ...	b. Mullen	3
6	Abhai Singh, Mangal ...	b. Fateh Lal	3
7	Bijai Singh, Kunari ...	b. Madho Singh	5
8	Hari Singh, Mahajan ...	c. Arjumand Khan, b. Germany	0
9	Sujan Singh, Nimbhera ...	b Mullen	8
10	Ranjit Singh, Pranhera ...	c. Fateh Lal, b. Mullen ...	15
11	Fateh Singh, Dabla .	not out	3
	Extras ...	... ...	4
			92

The college won by an innings and 14 runs.

No. 16.—Mayo College Eleven *vs.* Ajmere.

Played at the Mayo College, November 28th, 1891.

	Ajmere.	*1st Innings.*		*2nd Innings.*	
1	Rev. Skelton ...	c. Kalyan Singh, b. Fateh Singh, Ras	9	b. Fateh Singh, Ras	32
2	Jehangir ...	c. Durjan Sal, b. Ummed Singh ...	18	c. Durjan Sal, b. Kalyan Singh ...	3
3	Amirudin ...	b. Fateh Singh, Ras	4	c. Kalyan Singh, b. Fateh Singh, Ras	6
4	Capt. Page ...	not out ...	25	run out ...	1
5	H. Sherring ...	c. Bhopal Singh, b. Fateh Singh, Ras	4	not out ...	4
6	C. B. Bald ,ck...	b. Durjan Sal ...	0	c. Sujan Singh, b. Fateh Singh, Ras	0
7	R. Huddleston	b. Durjan Sal ...	4	run out ...	2
8	Basdeo ...	b. Durjan Sal ...	0	c. Bijai Singh, b. Fateh Singh, Ras	9
9	Hari Nath ...	b. Fateh Singh, Ras	0	c. Pratap Singh, b. Fateh Singh, Ras	2
10	Hafiz Khan, Tonk	b. Durjan Sal ...	2	c Kalyan Singh, b. Ummed Singh	0
11	Sher Singh, Indergarh	c. Fateh Singh, Ras b. Ummed Singh	4	run out ...	0
	Extras...	... ...	6	...	13
			76		72

Mayo College Eleven—

1	Abhai Singh, Mangal ...	b. Hari Nath	6
2	Bhopal Singh, Ras ...	b. Hari Nath	1
3	Fateh Singh, Ras ...	c. Jehangir, b. Hari Nath ...	28
4	Durjan Sal, Kotra ...	b. Jehangir	48
5	Kalyan Singh, Ajeyarajpura	c. Sherring, b. Skelton ...	18
6	H H. Ummed Singh, Maharao of Kotah.	b. Amirudin	15
7	Bijai Singh, Kunari ...	c. Page, b. Hari Nath ...	22
8	Hari Singh, Mahajan ...	b. Jehangir	25
9	Fateh Singh, Dabla ...	c. Sherring, b. Hari Nath ..	2
10	Sujan Singh, Nimbhera ...	not out	8
11	Pratap Singh, Sankhwai ...	b. Hari Nath	1
	Extras ...	... ...	23
			197

The Mayo College Eleven won by an innings and 49 runs.

No. 17.—Mayo College *vs.* Jaipur Cricket Club.

Played at Jaipur, December 16th, 1891.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 H. Sherring	c. Ram Pratap, b. Jai Ram	1	b. Jai Ram	0
2 Jehangir	b. Ali Hossain	4	b. Aminudin	4
3 Bijai Singh, Kunari.	l-b-w. Ali Hossain	0	b. Ali Hossain	0
4 Durjan Sal, Kotra.	b. Ali Hossain	0	c. Sardar Mal, b. Jai Ram	4
5 Kalyan Singh, Ajeyarajpura.	b. Jai Ram	1	b. Jai Ram	0
6 Hari Singh, Mahajan.	b. Jai Ram	0	b. Jai Ram	2
7 Abhai Singh, Mangal.	c. Sardar Mal, b. Ali Hossain	1	b. Jai Ram	12
8 Sujan Singh, Nimbhera.	b. Ali Hossain	2	c. Shauqat Hossain, b. Jai Ram	0
9 Fateh Singh, Ras.	c. Sardar Mal, b. Jai Ram	0	not out	2
10 Gopal Singh, Alsar.	run out	0	c. Shauqat Hossain, b. Jai Ram	2
11 Pratap Singh, Sankhwai.	not out	3	b. Aminudin	0
Extras		1		3
		13		29

Jaipur Cricket Club—

1 Jai Ram	c. Hari Singh, b. Jehangir	6
2 Hafizullah	c. Abhai Singh, b. Durjan Sal	0
3 Sardar Mal	c. Durjan Sal, b. Jehangir	0
4 Bishan Lal	c. Sujan Singh, b. Jehangir	13
5 Ali Hossain	not out	11
6 Ziaullah Khan	c. Kalyan Singh, b. Jehangir	9
7 Shauqat Hossain	l-b-w. Jehangir	0
8 Piari Lal	run out	5
9 Ram Pratap	b. Jehangir	1
10 Aminudin	c. Jehangir, b. Durjan Sal	0
11 Sham Lal	c. Bijai Singh, b. Durjan Sal	15
Extras		9
		69

Jaipur won by an innings and 27 runs.

No. 18.—Mayo College *vs.* Officers of Nasirabad.

Played at the Mayo College, March 3rd, 1892.

Nasirabad—

1	Capt. Hon. A. French	... c. Fateh Singh, Ras, b. Durjan Sal	29
2	A Jacob	.. run out ...	0
3	Capt. Morse	... c Fateh Singh, Ras, b. Durjan Sal...	27
4	Capt Kreyer	... b. Bijaya Singh ...	7
5	B. Parker	. c. Hari Singh, b. Durjan Sal ...	32
6	Surgn -Capt. Buchanan	... b. Durjan Sal ...	8
7	Capt. Baxter	... not out ...	7
8	G. Platt	... b. Durjan Sal ..	0
9	C. Brinkley	... b. Fateh Singh, Ras ...	0
10	A. Messiter	.. b. Fateh Singh, Ras ...	0
11	B. Burn	... c. Hari Singh, b. Durjan Sal ...	3
	Extras	... ...	9
			122

Mayo College—

1	H. Sherring	... b. Parker ...	14
2	Durjan Sal, Kotra	... b Morse ...	13
3	Bijaya Singh, Kunari	... c. Kreyer, b. French ...	7
4	Kalyan Singh, Ajeyarajpura	c. Parker, b. Kreyer ...	20
5	Fateh Singh, Ras	... b Parker ...	6
6	H. H. Ummed Singh, Maharao of Kotah	... b. Parker ...	0
7	Abhai Singh, Mangal	.. c. French, b. Platt ...	5
8	Hari Singh, Mahajan	... c. Platt, b. Jacob ...	10
9	Gopal Singh, Alsar	... b. Parker ...	22
10	Fateh Singh, Dabla	... not out ...	0
11	Sujan Singh, Nimbhera	... c. & b. Parker ...	4
	Extras	... ...	15
			116

Mayo College lost by 6 runs.

No. 19.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Mayo College, September 15th, 1892.

	Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
1	Rev. Skelton ...	b. Fateh Singh, Ras	7	b. Ummed Singh	0
2	Capt. Browne ...	b. Durjan Sal ...	23	b. Durjan Sal ...	1
3	A. Waller ...	b Durjan Sal ...	9	b. Durjan Sal ...	4
4	J. Burges ...	c. Ummed Singh, b. Fateh Sing, Ras	4	b. Ummed Singh	0
5	Col. Stewart ...	b. Durjan Sal ...	14	c. Hari Singh, b. Ummed Singh	3
		Carried over	57		8

No. 19.—Mayo College *vs.* Ajmere Gymkhana—*concld.*

Played at the Mayo College, September 15th, 1892.

Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
	Brought forward	57		8
6 F. Waller	b. Fateh Singh, Ras	12	not out	19
7 F Addis	b Durjan Sal	0		
8 H. Clogstoun	b. Durjan Sal	0		
9 Udai Singh, Bhadran	c. Fateh Singh, Dabla, b. Durjan Sal	7		
10 Ranjit Singh, Pranhera	b. Durjan Sal	1		
11 Janak Singh, Nimrana	not out	2		
Extras		1		2
		80		29

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 H. Sherring	c Clogstoun, b. F. Waller	0	b. Browne	0
2 Durjan Sal	c. Browne, b. F. Waller	4	b. Browne	10
3 Fateh Singh, Ras	b. Browne	2	b Browne	4
4 Hari Singh, Mahajan	b. F. Waller	3	b Browne	9
5 H H Ummed Singh, Maharao of Kotah	c. Stewart, b. F. Waller	7	b Browne	10
6 Bhopal Singh, Ras	c. Addis, b. Browne	3	b. Skelton	4
7 Fateh Singh, Dabla	b. F. Waller	0	b. Browne	0
8 Hafiz Khan, Tonk	b. Browne	0	not out	0
9 Bakhtawar Singh, Bera	b. F. Waller	0	st. Waller, b. Skelton	0
10 Pratap Singh, Sankhwai	l-b-w. Browne	3	b. Skelton	0
11 Madho Singh, Parsoli	not out	0	b. Skelton	0
Extras		1		6
		23		43

The college lost by an innings and 14 runs.

No. 20.—Mayo College vs. Ajmere Gymkhana.

Played at the Mayo College, February 9th, 1893.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	H. Sherring ...	b. Knox ...	6	b Knox ...	0
2	Durjan Sal, Kotra...	c. Pratt, b. Knox...	0	b. Knox ...	0
3	Fateh Singh, Dabla	b. Waller ...	3	b. Waller ...	9
4	Hari Singh, Mahajan	st Pratt, b. Waller	1	st. Pratt, b. Knox ...	0
5	Gopal Singh, Alsar	not out ...	4	b. Knox ...	0
6	Takht Singh, Alsar	b. Knox ...	5	b. Waller ...	0
7	Janak Singh, Nimrana ...	b. Knox ...	1	run out ...	2
8	Ranjit Singh, Pranhera ...	st. Pratt, b. Waller	3	c. Pratt, b. Waller ...	0
9	Pratap Singh, Sankhwai ...	h-w-o, b. Waller ...	0	b Waller ...	0
10	Hafiz Khan, Tonk...	b. Waller, c. Macrae	3	run out ...	0
11	Bakhtawar Singh, Bera ...	b. Knox ...	6	not out ...	1
	Extras ...	... ...	4	...	
			36	...	12

Ajmere Gymkhana—

1	A. Pogson	run out	4
2	Rev. Skelton	b. Durjan Sal	23
3	Surgn.-Maj. Pank ..	b. Gopal Singh	3
4	J. Waller	b. Durjan Sal	16
5	S. Knox	b. Fateh Singh	9
6	Col. Stewart	b. Fateh Singh	3
7	C. Pratt	b. Durjan Sal	5
8	M. Macrae	b. Durjan Sal	0
9	H. Fleischer	c. Gopal Singh, b. Durjan Sal	3
10	Kishor Singh	not out	6
11	Chain Singh, Bamori ...	b. Durjan Sal	0
	Extras	... ...	6
			78

The Gymkhana won by an innings and 30 runs.

No. 21.—Mayo College *vs.* The Blue Castle.

Played at the Mayo College, September 9th, 1893.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	H. Sherring ...	c. Brown, b. Neuvelle	7	not out ...	20
2	Fateh Singh, Ras ...	c. & b. Neuvelle ...	4	not out ...	27
3	F. Manners-Smith...	c. Brown, b. Field...	5		
4	Jehangir ...	c. Sundri, b. Mahon	12		
5	Gopal Singh, Alsar	c. & b. Brown ...	15		
6	Takht Singh, Alsar	b. Brown ...	0		
7	Fateh Singh, Dabla	b. Neuvelle ...	9		
8	Bhawani Singh, Sangod ...	not out ...	9	c. Sundri, b. Nelson ...	7
9	Janak Singh, Nimrana ...	b. Mahon ...	0		
10	Wahid Khan, Tonk	b. Mahon ...	0	Innings declared closed.	
11	Bakhtawar Singh, Bera ...	c. Neuvelle, b. Mahon	0		
	Extras ...	... ...	3		
			64		

	Blue Castle—				
1	J. Nelson ...	b Fateh Singh, Dabla	5	run out ...	1
2	M. Brown ...	c. Sherring, b Fateh Singh, Dabla ...	4	not out ...	19
3	Dinshaw ...	b. Fateh Singh, Ras...	2	b. Fateh Singh, Dabla ...	3
4	P. Mahon ...	c. Janak Singh, b. Fateh Singh, Ras	3		
5	A. Field ...	c. Sherring, b. Fateh Singh, Ras ...	0	not out ...	17
6	E. Neuvelle ...	b. Fateh Singh, Ras...	0		
7	W. Brown ...	b. Fateh Singh, Ras...	4		
8	Karim ...	c. Gopal Singh, b. Fateh Singh, Ras	3		
9	J. Neuvelle ...	run out ...	5		
10	Abdulla Khan ...	not out ...	0		
11	Sundri ...	b. Fateh Singh, Ras...	0		
	Extras	... ...	2		
			28		

Mayo College won by 36 runs.

No. 22.—Mayo College *vs.* Carriage and Wagon Recreation Club, Ajmere.

Played at the Mayo College, December 7th, 1893.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 H. Sherring	c. Skeaf, b. Page	12	b. Bonjour	2
2 R. Cooper	c. Westropp, b. Bonjour	19	not out	45
3 Fateh Singh, Ras	b. Skeaf	0	l-b-w. Bonjour	2
4 Jehangir	b. Bonjour	1	c. Thomas, b. Bonjour	2
5 Gopal Singh, Alsar	c. Westropp, b. Bonjour	19	c. Lynn, b. Johnstone	7
6 F Manners-Smith	c. Skeaf, b. Bonjour	8	not out	17
7 Fateh Singh, Dabla	l-b-w. Page	13		
8 Bhawani Singh, Sangod	b. Bonjour	5		
9 Takht Singh, Alsar	not out	9		
10 Bakhtawar Singh, Bera	st., b. Bonjour	13		
11 Madho Singh, Arnia	c. Page, b. Skeaf	0		
Extras		5		1
		104		76

Recreation Club—

1 Capt. Page	b. Fateh Singh, Dabla	12
2 S. Skeaf	c. Jehangir, b. Fateh Singh, Ras	2
3 G. Porter	b. Fateh Singh, Ras	0
4 J. Thomas	b. Fateh Singh, Ras	6
5 M. Brown	c. Fateh Singh, Ras, b. Fateh Singh, Dabla	12
6 A. Francis	c. Fateh Singh, Dabla, b. Fateh Singh, Ras	0
7 T. Radcliff	b. Fateh Singh, Ras	20
8 T. Lynn	l-b-w. Fateh Singh, Ras	14
9 J. Westropp	not out	8
10 J. Johnstone	c. Gopal Singh, b. Jehangir	3
11 S. Bonjour	c. Fateh Singh, Dabla, b. Jehangir	2
Extras		8
		87

The College won by 17 runs.

No. 23.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club.

Played at the Railway Institute, December 14th, 1893.

	Railway Cricket Club.	*1st Innings.*		*2nd Innings.*	
1	M. Browne	... run out .	3		
2	Abdulla Khan	... c. Cooper, b. Fateh Singh, Ras ...	5		
3	Dinshah	... b. Fateh Singh, Ras ...	0	b. Gopal Singh ...	2
4	P. Mahon	... c. Fateh Singh, Dabla, b. Fateh Singh, Ras ...	9		
5	J. Blewit	... b. Fateh Singh, Dabla ...	5	b. Madho Singh	2
6	Karim ...	... b. Jehangir ...	9	not out ...	12
7	W. Browne	... b. Gopal Singh .	9		
8	R. Tubbs	... run out ...	0	c. Takht Singh, b. Cooper ..	0
9	J. McLean	... b. Jehangir ...	2	c. and b. Gopal Singh ...	20
10	Domingo	... c. & b. Jehangir...	8	c. & b. Cooper ...	9
11	Ram Jiwan	... run out ...	1		
	Extras	... ...	3	...	
			54		45

Mayo College—

1	H Sherring ...	... b. M. Browne ...	... 25
2	R Cooper ...	... c. Tubbs, b. Domingo	... 13
3	Fateh Singh, Ras	... b. M. Browne ..	... 25
4	Jehangir ...	... b. M Browne ..	... 2
5	F. Manners-Smith	... c. W. Browne, b. Tubbs	... 30
6	Fateh Singh, Dabla	... not out ...	... 68
7	Gopal Singh, Alsar	... c. Blewit, b. W. Browne	... 0
8	Takht Singh, Alsar	... b W. Browne ...	... 4
9	Janak Singh, Nimrana	... c. McLean, b. W. Browne	... 0
10	Takht Singh, Banisar	... b. M. Browne ..	... 1
11	Madho Singh, Arnia	... c. W. Browne ...	... 1
	Extras ...	... ...	... 26
			195

The College won by 141 runs.

No. 24.—Mayo College *vs.* Jaipur Cricket Club.

Played at the Mayo College, 1894.

	Mayo College.	*1st Innings.*		*2nd Innings.*	
1	H. Sherring	b. Jai Ram	6	c. Sardar Mal, b. Jai Ram	5
2	R. Cooper	b. Jai Ram	7	c. Sardar Mal, b. Hafizullah	6
3	Fateh Singh, Ras	c. Niaz Ahmed, b. Jai Ram	8	not out	22
4	F. Manners-Smith	b. Jai Ram	0	b. Aminudin	8
5	Gopal Singh, Alsar	c. Niaz Ahmed, b. Ali Hossain	10	b. Jai Ram, c. Aminudin	5
6	Fateh Singh, Dabla	b. Jai Ram	5	b. Aminudin	5
7	Takht Singh, Alsar	b. Jai Ram	0	b. Aminudin	3
8	Hari Singh, Mahajan	c. Niaz Ahmed, b. Ali Hossain	0	c. Ziaullah Khan, b. Aminudin	0
9	Jehangir	b. Jai Ram	8	b. Aminudin	5
10	Pratap Singh, Kundla	c. Shauqat Hossain b. Ali Hossain	14	b. Jai Ram	2
11	Takht Singh, Banisar	not out	0	c. Kalyan Singh, b. Jai Ram	0
	Extras		8		4
			66		65

Jaipur Cricket Club—

1	Jai Ram	l-b-w. Fateh Singh, Ras	11
2	Niaz Ahmed	run out	1
3	Ziaullah Khan	c. Gopal Singh, b. Jehangir	15
4	Shauqat Hossain	b. Jehangir	0
5	Sardar Mal	c. Takht Singh, b. Cooper	31
6	S. Skeaf	l-b-w. Gopal Singh	4
7	Ali Hossain	b. Fateh Singh, Ras	31
8	Hafizullah Khan	c. Pratap Singh, b. Jehangir	11
9	Aminudin	b. Gopal Singh	13
10	Kalyan Singh, Ajeyarajpura	not out	3
11	Ram Pratap	b. Gopal Singh	0
	Extras		10
			130

The Jaipur Cricket Club won by 10 wickets.

No. 25.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club.

Played at the Mayo College, 1894.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 H. Sherring ...	b. T. Lynn	... 4	run out	... 9
2 R. Cooper ...	b. Bonjour	...32	b. S. Lynn	... 33
3 Fateh Singh, Ras ...	b. T Lynn	... 4	b. S. Lynn	... 0
4 F. Manners-Smith	b. T Lynn	... 0	not out	... 19
5 Gopal Singh, Alsar...	b. T. Lynn	... 0	not out	... 19
6 Fateh Singh, Dabla...	b. T. Lynn	...20	b. S. Lynn	... 14
7 Takht Singh, Alsar...	b. T Lynn	... 0		
8 Jehangir ...	b. S Lynn	... 3		
9 Hari Singh, Mahajan	not out	... 4	Innings declared	
10 Pratap Singh, Kundla	b. T. Lynn	... 1	closed.	
11 M. Dip Chand ...	b. T. Lynn	... 0		
Extras ...	...	... 4		... 19
		72		113

Railway Cricket Club—				
1 J. Thomas ...	b. Gopal Singh	... 0		
2 T. Lynn ...	c. Dip Chand, b. Jehangir	...35	not out	... 11
3 G. Porter ...	run out	... 3		
4 Rev. Hesketh Biggs ..	b. Fateh Singh, Ras	17	b. Gopal Singh ...	0
5 S Lynn ...	b. Jehangir	... 8		
6 S Skeaf ...	b. Jehangir	...18		
7 T. Radcliff ...	b. Gopal Singh	... 5		
8 J. Newton ...	run out	... 3	c. Sherring, b. Fateh Singh, Ras ...	5
9 A Francis ...	not out	.. 8	b. Fateh Singh, Ras	8
10 J. Neuvelle ...	b. Fateh Singh, Ras	0		
11 S. Bonjour ...	l-b-w. Fateh Singh, Dabla	... 0		
Extras ...	...	.. 8		... 2
		105		26

The Railway Cricket Club won by 33 runs.

No. 26.—Mayo College *vs.* Ajmere Gymkhana.

Played at the Mayo College, July 28th, 1894.

Mayo College—			
1 H. Sherring ...	...	b. Mullen ...	... 24
2 R. Cooper ...	...	c. Capt. Page, b. Irvine	... 64
3 Fateh Singh, Ras...	..	l-b-w. Capt. Page	... 16
		Carried over	104

No. 26.—Mayo College *vs.* Ajmere Gymkhana—*concld.*

Played at the Mayo College, July 28th, 1894.

Mayo College—

		Brought forward ...	... 104
4	Gopal Singh, Alsar	... b. Capt. Page ...	... 10
5	F. Manners-Smith	... b. Capt. Page ...	... 16
6	Fateh Singh, Dabla	... c. & b. Capt. Page	... 2
7	Takht Singh, Alsar	... c. & b. Capt. Page	... 0
8	Jehangir ...	... b. Capt. Page ...	... 1
9	Bhopal Singh, Agewa	... b. Capt. Page ...	... 6
10	Bhawani Singh, Sangod	... b. Capt. Page ...	... 0
11	Takht Singh, Banisar	... not out ...	.. 0
	Extras	...	... 10
			149

	Ajmere Gymkhana.	*1st Innings.*		*2nd Innings.*	
1	Capt. Page	... b. Fateh Singh, Dabla ...	14	c. & b. Fateh Singh, Ras ...	20
2	H. Waterfield	... c. Jehangir, b. Gopal Singh ...	4	b. Jehangir ...	9
3	A. Irvine	... c. Smith, b. Gopal Singh ...	3	l-b-w. Jehangir ...	25
4	G. Porter	... b. Gopal Singh ...	0	not out ...	0
5	Rev. Hesketh Biggs	c. Takht Singh, Banisar, b. Gopal Singh ...	3	c. Fateh Singh, Dabla, b. Jehangir ...	5
6	W. Irvine	... b. Fateh Singh, Dabla ...	1	b. Gopal Singh ...	1
7	Surgn.-Maj. Mullen	b. Fateh Singh, Dabla ...	1	b. Gopal Singh ...	0
8	J. Davern	... b. Gopal Singh ...	0	b. Jehangir ...	0
9	J. McDonald	... c. Fateh Singh, Dabla, b. Gopal Singh ...	2	c. Takht Singh, Banisar, b. Jehangir ...	0
10	J. Irvine	... not out ...	6	b. Fateh Singh, Ras	0
11	A. Page	... c. Jehangir, b. Gopal Singh ...	5	c. Gopal Singh, b. Jehangir ...	0
	Extras ...	... ...	9	...	4
			48		64

The Mayo College won by an innings and 37 runs.

No. 27.—Mayo College *vs.* Rajkumar College, Rajkote.

Played at the Mayo College, September 12th & 13th, 1894.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 Fateh Singh, Ras (captain) ...	b. Dan Singhji ...	0	b. Dan Singhji ...	0
2 Takht Singh, Alsar	b. Dan Singhji ...	0	b. Dan Singhji ...	0
3 Fateh Singh, Dabla	c. Narsa Singhji, b. Jeswant Singhji	47	not out ...	52
4 Bhawani Singh, Sangod ...	b. Digvijai Singhji	3	b. Dan Singhji ...	2
5 Janak Singh, Nimrana ...	b. Dan Singhji	1	b. Dan Singhji ...	0
6 Udai Singh, Bhadran	b. Digvijai Singhji	6	run out ..	0
7 Sheodan Singh, Sarthal ...	b. Digvijai Singhji	13	run out ...	0
8 AmarSingh, Jodhpur	b. Dan Singhji ...	3	b. Dan Singhji ...	3
9 Pratap Singh, Kundla ..	c. Dan Singhji, b. Jeswant Singhji	14	c. & b. Dan Singhji	0
10 Takht Singh, Banisar	c. & b. Jeswant Singhji ...	2	b. Madar Singhji	0
11 Madho Singh, Arnia	not not ...	0	c. Madar Singhji, b. Dan Singhji ...	0
Extras ...	... ...	12	...	8
		101		65

Rajkumar College, Rajkote—	*1st Innings.*		*2nd Innings.*	
1 Madar Singhji ...	b. Fateh Singh, Ras	0	b. Fateh Singh, Ras	0
2 Natvar Singhji ...	b. Fateh Singh, Ras	3	b. Fateh Singh, Ras	8
3 Narsa Singhji ...	c. Fateh Singh, Dabla, b. Fateh Singh, Ras ...	3	c. Fateh Singh, Dabla, b. Fateh Singh, Ras	1
4 Digvijai Singhji ...	b. Fateh Singh, Ras	2	b. Fateh Singh, Ras	0
5 Vijai Singhji ...	c. Takht Singh, Banisar, b. Fateh Singh, Ras ..	3	b. Madho Singh ...	0
6 Dan Singhji ...	c. Madho Singh, b. Fateh Singh, Dabla.	5	b. Fateh Singh, Dabla ...	16
7 Jeswant Singhji ...	b. Madho Singh...	14	c. Takht Singh, Banisar, b. Madho Singh	2
8 Sur Singhji ...	b. Takht Singh, Banisar ...	5	b. Fateh Singh, Ras	0
9 Takht Singhji ...	not out ...	1	c. Madho Singh, b. Fateh Singh, Ras	15
	Carried over	36		42

No. 27.—Mayo College *vs.* Rajkumar College, Rajkote—*concld.*

Played at the Mayo College, September 12th & 13th, 1894.

Rajkumar College, Rajkote.	*1st Innings.*		*2nd Innings.*	
	Brought forward ...	36	...	42
10 Amar Singhji	... c. Udai Singh, b. Madho Singh	0	not out ...	20
11 Raningwala	... b. Madho Singh...	3	c. & b. Fateh Singh, Ras ...	1
Extras ...	...	6	...	5
		45		68

The Mayo College won by 53 runs.

No. 28.—Mayo College *vs.* Rajkumar College, Rajkote.

Played at Rajkote, February 20th and 21st, 1895.

Rajkumar College.	*1st Innings.*		*2nd Innings.*	
1 Madar Singhji	... c. Janak Singh, b. Durjan Sal ...	4	b. Durjan Sal ...	10
2 Vijai Singhji	... run out ...	7	c. Fateh Singh, Ras, b. Durjan Sal ...	3
3 Digbijai Singhji	... b. Durjan Sal ...	4	c. Amar Singh, b. Fateh Singh, Dabla ...	18
4 Narsa Singhji	... b. Fateh Singh, Ras	6	b. Fateh Singh, Dabla	2
5 Bhawani Singhji	... b. Durjan Sal ...	11	b. Durjan Sal ...	-
6 Amar Singhji	... c. Janak Singh, b. Durjan Sal ...	1	b. Fateh Singh, Dabla	4
7 Dan Singhji	... b. Durjan Sal ...	10	b. Madho Singh ...	17
8 Gagobha	... c. Sheodan Singh, b. Durjan Sal	2	b. Fateh Singh, Dabla	4
9 Nashwar Singhji	... b. Durjan Sal ...	0	c. Janak Singh, b. Fateh Singh, Dabla	1
10 Bawa Wala	... c. Janak Singh, b. Durjan Sal ...	3	run out ...	1
11 Hamir Singhji	... not out ...	1	c. & b. Takht Singh...	15
12 Raningwala	... c. Janak Singh, b. Durjan Sal ...	2	not out ...	0
Extras ...		5		15
		56		92

No. 28.—Mayo College *vs.* Rajkumar College, Rajkote—*concld.*

Played at Rajkote, February 20th and 21st, 1895.

Mayo College.	*1st Innings.*		*2nd Innings.*	
1 Fateh Singh, Dabla	c. & b. Bhawani Singh ...	9	run out ...	0
2 Amar Singh, Jodhpur.	c. Gagobha, b. Bhawani Singh	32	c. Vijai Singh, b. Gagobha ...	7
3 Fateh Singh, Ras...	b. Bhawani Singh	1	not out ...	15
4 Durjan Sal, Kotra	b. Bhawani Singh	13	not out ...	28
5 Kalyan Singh, Ajeyarajpura.	b. Bhawani Singh	25		
6 Pratap Singh, Kundla.	b. Bhawani Singh	0		
7 Ahmad Din Khan, Tonk.	b. Bhawani Singh	0		
8 Takht Singh, Banisar.	run out ...	3		
9 Bhawani Singh, Sangod.	b. Bhawani Singh	4		
10 Sheodan Singh, Sarthal.	c. & b. Bhawani Singh. ...	2		
11 Janak Singh, Nimrana ...	c. Dan Singh, b. Bhawani Singh	0		
12 Madho Singh, Arnia.	not out ...	0		
Extras ...	...	7	...	3
		96		53

The Mayo College won by 8 wickets.

No. 29.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club.

Played at the Mayo College, July 27th, 1895.

Mayo College.	*1st Innings.*	
1 H. Sherring ...	... run out ...	... 1
2 Gopal Singh, Alsar	... run out	... 15
3 Jehangir ...	... c. Radcliffe, b. Page	... 16
4 Amar Singh, Jodhpur	... c. Radcliffe, b. Page	... 8
5 F. Manners-Smith	... run out ...	... 2
6 Fateh Singh, Dabla	... l-b-w. Bonjour ...	... 4
7 Sheonath Singh ...	... not out ...	... 29
8 Takht Singh, Alsar	... b. Bonjour ...	... 0
	Carried over	75

No. 29.—Mayo College vs. Rajputana-Malwa Railway Cricket Club—concld.

Played at the Mayo College, July 27th, 1895.

Mayo College.	*1st Innings.*	
Brought forward	... ...	... 75
9 Takht Singh, Banisar	... c. & b. Bonjour ...	... 1
10 Janak Singh, Nimrana	... b. Warner ...	... 0
11 Madho Singh, Arnia	... c. Page, b. Warner	... 7
Extras	..	... 4
		87

Railway Cricket Club—		
1 J. Thomas ...	... c. Takht Singh, Banisar, b. Sheonath Singh ...	... 55
2 Capt. Page ...	... not out ...	... 44
3 G. Porter ..	... b. Sheonath Singh ...	... 1
4 G. Westropp ...	... b. Sheonath Singh ...	... 9
5 S. Bonjour ...	...	
6 A. Warner ...	...	
7 M. Browne ...	...	
8 T. Radcliffe ...	...	
9 Dinshaw ...	...	
10 D. Macdonald ...	...	
11 S. Coates ...	...	
Extras	...	... 10
		119

The College lost by 10 wickets.

No. 30.—Mayo College vs. Rajputana-Malwa Railway Cricket Club.

Played at the Mayo College, August 31st, 1895.

Railway Cricket Club—		
1 J. Thomas	... b. Gopal Singh	... 24
2 G. Porter	... b. Gopal Singh	... 6
3 G. Westropp	... c. Sheodan Singh, b. Gopal Singh...	6
4 Capt. Page	.. b. Fateh Singh	... 0
5 A. Bell	... run out	... 1
6 T. Radcliff	... b. Sheonath Singh	... 13
7 A. Warner	... b. Sheonath Singh	... 4
8 S. Bonjour	... c. Fateh Singh, b. Gopal Singh ...	0
9 P. Mahon	... b. Gopal Singh	... 2
10 J. Rodrick	.. b. Sheonath Singh	... 0
11 D. Macdonald	... c. Janak Singh, b. Gopal Singh ...	0
12 S. Coates	... not out	... 2
Extras	... ...	... 5
		63

No. 30.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club—*concld.*

Played at the Mayo College, August 31st, 1895.

Mayo College—

1	H. Sherring	... c. Coates, b. Bonjour	... 9
2	Gopal Singh, Alsar	... run out	.. 44
3	Jehangir	... b Westropp	... 11
4	Sheonath Singh	... c. Macdonald, b. Westropp	... 0
5	F. Manners-Smith	... b. Bonjour	... 11
6	Fateh Singh, Dabla	... b. Bonjour	... 14
7	Amar Singh, Jodhpur	... run out	... 0
8	Takht Singh, Alsar	... not out	... 11
9	Sheodan Singh, Sarthal	... b. Bonjour	... 1
10	Madho Singh, Arnia	... c. Rodrick, b. Bonjour	.. 3
11	Takht Singh, Banisar	... b. Bonjour	... 0
12	Janak Singh, Nimrana	... b. Bonjour	... 7
	Extras	... ...	... 10
			121

The College won by 58 runs.

No. 31.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club.

Played at the Mayo College, September 5th, 1895.

Railway Cricket Club—

1	J. Thomas	... c. Takht Singh, Alsar, b. Gopal Singh	... 11
2	Capt. Page	... c. and b. Sheonath Singh	... 7
3	M. Brown	... b. Gopal Singh	... 4
4	G. Porter	... b. Fateh Singh	... 10
5	Rev. H. Biggs	... c. Takht Singh, Banisar, b. Sheonath Singh	... 26
6	G. Westropp	... b. Fateh Singh	... 0
7	T. Radcliff	... st. Gopal Singh, b. Jehangir	... 23
8	A. Warner	... not out	... 15
9	S. Bonjour	... c. Sheodan Singh, b. Jehangir	... 13
10	P. Mahon	... c. Gopal Singh, b. Jehangir	... 0
11	S. Coates	... c. Madho Singh, b. Jehangir	... 1
	Extras	... ...	... 8
			118

No. 31.—Mayo College *vs.* Rajputana-Malwa Railway Cricket Club—*concld.*

Played at the Mayo College, September 5th, 1895.

Mayo College—

1 Gopal Singh, Alsar	... b. Thomas	...	22
2 Sheonath Singh	... c. Coates, b. Page	...	25
3 Jehangir	... run out	...	0
4 Fateh Singh, Dal[illegible]	... c. Radcliff, b. Warner	...	32
5 F. Manners-Smith	... run out	...	1
6 Amar Singh, Jodhpur	... b. Page	...	13
7 Takht Singh, Alsar	... b. Page	...	1
8 Janak Singh, Nimrana	... c. Westropp, b. Page	...	0
9 Sheodan Singh, Sarthal	. c. Coates, b. Page	...	0
10 Takht Singh, Banisar	... st. Thomas, b. Warner	...	1
11 Madho Singh, Arnia	... not out	...	0
Extras	... ...	...	2
			97

The College lost by 21 runs.

No. 32.—Mayo College 2nd Eleven *vs.* Ajmere Choir Boys.

Played at the Mayo College, January 24th, 1895.

Ajmere Choir Boys.	*1st Innings.*		*2nd Innings.*	
1 John High	... b. Ahmad Din Khan	1	c. Khushal Singh, b. Lachman Singh	0
2 D McDonald	... b. Lachman Singh	14	b. Ahmad Din Khan	13
3 A. Daley	... run out ...	4	b. Ahmad Din Khan	0
4 J High	... b. Lachman Singh	1	b. Lachman Singh ...	0
5 L Barren	... b. Lachman Singh	0	not out ...	7
6 A. Harbour	... b Ahmad Din Khan	9	b. Ahmad Din Khan	0
7 H. Lean	... b. Lachman Singh	0	h -w-b. Lachman Singh	2
8 W. Bonjour	... not out ...	2	b. Ahmad Din Khan	2
9 T. Berril	... run out ...	3	b. Ahmad Din Khan	1
10 G. Aers	... b. Lachman Singh	7	c. Chain Singh b. Ahmad Din Khan	4
11 G. Bennett	... b. Lachman Singh	0	b. Lachman Singh ...	7
Extras	...	1	...	1
		42		37

No. 32.—Mayo College 2nd Eleven *vs.* Ajmere Choir Boys—*concld.*

Played at the Mayo College, January 24th, 1895.

Mayo College, 2nd Eleven.	*1st Innings.*		*2nd Innings.*	
1 Madan Singh, Palkiya ...	c. Daley, b. Aers...	1	b. Lean ...	0
2 Ahmad Din Khan, Tonk ...	b. McDonald ..	7	b. Daley ...	2
3 H. H. Jey Singh, Maharaja of Alwar	b. Aers ...	24	b. Daley ...	6
4 Sheodan Singh, Sarthal ...	b. Aers ...	4	not out ...	14
5 Narpat Singh, Purhat	c. Lean, b. Harbour	1	c. McDonald, b. Daley ...	5
6 Lachman Singh, Both	not out ...	6	c. McDonald, b. Lean ...	
7 Khushal Singh, Bisrasar ...	b. Aers ...	4	run out ...	2
8 Bhairo Singh, Bikanir	c. High, b. Aers...	1	c. & b. Lean ...	3
9 Shankar Singh, Govindgarh ...	b. Harbour ...	0	b. Daley ...	0
10 Devi Singh, Sangod	run out ...	4	b. Daley ...	3
11 Chain Singh, Bamori	b. Aers ...	2	b. Lean ...	4
Extras	...	6	...	3
		60		42

The College won by 23 runs.